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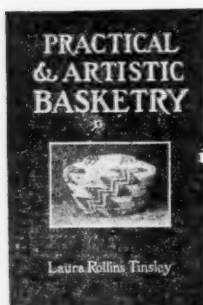
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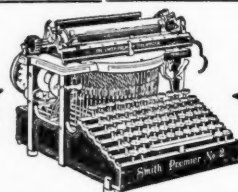
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THE SCHOOL JOURNAL

A Weekly Journal of Education.

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No. 17

OSSIAN LANG, Editor.

The Strength of Brotherhood.

When Nature raises her hand against the children of men, then, if ever, we realize—for a day at least—the ties of brotherhood which unite us one with the other. The greater the misfortune wrought by the elements, the keener the sympathy of man to man where hearts beat aright.

San Francisco will rise again, and her history will be more glorious for the love that clothed and housed her children. We *are* a nation of brothers—if we could but remember this when the sky is bright and the birds sing in the tree tops.

How humble man appears when the elements unite against him for but one brief moment, for only the twinkling of an eye. Could science with all its vaunted progress not know one single hour before that a great catastrophe was at hand? Who can steady the earth? Who bid the fire leave our homes untouched? We can do but little one for the other on our planet when untamed forces give witness of their strength.

How great is man when he is one with other men in service and in building for the common good! The practical realization of human brotherhood makes man the master of Nature. What if mountains vomit fire? What if the sea breaks down the walls that seek to confine her waves? What if simoons wither the harvest and parch the soil? Human brotherhood will clear away the ruins and build a brighter world.

The staggering blow would have reduced San Francisco to despair, but the strong right hand of fellowship has quickened her spirits and made strong her ambitions. And those who contributed toward the relief and comfort of her homeless people have gained even more, for they have been made more efficient thereby to do the world's work.

In every school in the land, wherever hands and minds have united in one helpful practical thought of the sufferers, there the fruits of education are more abundant because of it.

The N. E. A.

What shall we do for a meeting place this summer? Shall we refuse to accept the hospitality of San Francisco because she will not be able to be as lavish in her entertainment as she has always proved herself to be in the past? The only right thing to do is to stand by our promise. We will visit the city in her bereavement and cheer her people by our presence. If there are no palatial hotels to minister to our comforts we will camp in tents on the plain. The National Educational Association will miss a grand opportunity if it hesitates at this critical moment. If the people of San Francisco want us to come, we will go. If it should turn out that the people themselves should deem it best not to have the care of us this year, there will be time enough to think of other plans. Los Angeles would get ready in less than a month to do the honors. However, let us stand by San Francisco until we can get an expression of the wishes of her citizens.

On the 6th of March Alameda schools and all those in Sonoma county wishing to honor Mr. Luther Burbank, the eminent horticulturist, celebrated his birthday as Burbank Day. In Alameda there was a half holiday. At one o'clock the children assembled at the high school to the number of one thousand and marched out to the park, to which many others had been conveyed in carriages and automobiles. Here there were appropriate addresses on tree life, singing, etc. In answer to a telegram of congratulation which ran like this: "Alameda's four thousand school children are celebrating your birthday and send their love," Mr. Burbank telegraphed from his home in Santa Rosa, "Heartiest love to Alameda's school children. Your young lives have transcendent possibilities for love, sunshine, and happiness, or selfishness or pain. Cultivate sunshine."

In Sonoma county, where 140 schools celebrated, the principal feature of the day was the planting of trees and flowers in the school grounds. In plats carefully laid out by small hands were placed many of the scientist's hybrids. The most popular flower planted was the great Shasta daisy which has made Mr. Burbank famous the world over. Roses and lilies were also much in favor. In every school yard almost without exception went some species of a gigantic tree. The idea of Burbank Day originated with Miss Minnie Coulter, superintendent of schools in Sonoma county.

George W. Chadwick, the Boston composer, who is spending a year abroad in the study of European conservatories, has lately written home that thruout Europe he finds the old Italian method of teaching singing in greater favor than at any time in his remembrance. Except in Italy, where there are comparatively few masters capable of teaching the art in the old way, it is virtually supreme in continental and British music schools.

What is specifically said in favor of the old Italian as opposed to all other methods is that it has the most pronounced physiological effect. Carried on year in and year out with incessant repetition of the simplest exercises it gives body to the muscles of the palate and larynx which, especially among peoples of Northern speech, are generally undeveloped. The example of Madame Adelina Patti, whose voice is said to be still as fresh as that of a young woman, illustrates the truth of the old saying: "Chi canta Itaiamente, canta tutto il tempo della sua vita." (Whoever sings in the Italian way sings all the rest of his life).

I did not hear that story of Bishop Woodcock's, at Louisville, about an Australian sheep ranch run by four men: one, a graduate of Oxford; one of Leipzig; one of Heidelberg; and one who can neither read nor write, but owns the ranch and employs the other three. But I do know that some bishops sometimes take some things for granted, which have been told by somebody to make some point.

Leland Stanford, Jr.

Stanford university, which was partly destroyed by the earthquake at San Francisco, has had a romantic and fluctuating history, in keeping with the exotic character of the state in which it was founded.

It was created for the youth of California and of the world, by Senator Leland Stanford, in memory of his only child, Leland Stanford, Jr., who died at the age of sixteen. Richardson of Boston, the architect of Trinity church in that city, planned the external design of the university. It was laid out on the plan of the old California missions, its salient

features being an inner quadrangle, surrounding an inner court, and a series of outer quadrangles of two- or three-story buildings, the whole connected by arcades which ran everywhere about the buildings, providing against the rainy season of the year. In the original plan of Richardson the whole mass was capped by a massive arch which formed the center of the front facade, and was backed by the pile of a great church in Italian Renaissance style.

The university was opened to students in 1891, before the buildings were completed. Two years later Senator Stanford died, and at the same time, overwhelming reverses came upon the university. Owing to the hard times which spread over the whole country, the securities from which the institution drew its life greatly depreciated. Added to this, the government entered suit for the restoration of the bonds upon which the Union Pacific fortune rested. Had the government won, the university would have ceased to exist. The case ran thru all the courts. In the meantime, the estate was tied up; about \$100,000 a year being awarded Leland Stanford's widow as living expenses. Mrs. Stanford reduced her personal allowance to \$100 a month, and handed the rest of her income over to the university. During those few years a heroic struggle was made to keep the university alive. Salaries were reduced to the lowest point, every chattel not tied up with the estate was sold, and even Mrs. Stanford's jewels were sacrificed to prevent the closing of the university. In the final event, the university won.

Mrs. Stanford then went on with the building of the unfinished parts of the institution. Unlike her husband, she interfered with the plans of the architect, with the result that the artistic purity of the design was somewhat blurred. The main features of Richardson's plan, however, were carried out.

Several years ago the university became nationally conspicuous thru the so-called Ross controversy. The resignation of Prof. Edward Ross, head of the department of sociology, was demanded by President Jordan, ostensibly because he had criticised in an outside lecture, certain financial interests in which Mrs. Stanford was interested. A number of the professors of the university resigned out of sympathy with Ross. The affair was investigated by the national Economics Association, with the result that Ross was acquitted by the association of any blame in the matter. Later there was another controversy of the same sort, in which Professor Pease, one of the strongest men there, lost his place. This was followed by the affair of Professor Goebel, head of the German department.

Mrs. Stanford died in Honolulu last year. Several years before her death, she turned over her entire fortune to the trustees of the university.

However great the loss by the earthquake, it is entirely probable that the trustees of Stanford will determine to rebuild at once. The endowment and property before this last catastrophe were estimated at \$33,000,000.

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The Schools of San Francisco. II.

By Mary Richards Gray.

The San Francisco schools two years ago did away with vertical writing. At present a medial slant is being taught and much stress laid on the free movement of the arm. In the Bernal Heights school during the first six months in the first grade there is no writing, and when, after that, it is taken up, all work is at the blackboard, where the letters are developed from the circle with a free sweep of the arm.

At the beginning of the year there was almost an entire change of text-books. Now Suzallo's system of teaching arithmetic is in use. There are many things in this system which are peculiar. There is no number work, as such, in the first grade for the first six months, merely oral work in which some idea of number is developed. In the first and second grades addition and subtraction only are taught; multiplication and division come in third. In long and short division alike the long division form and method of procedure is used, the short division not being taught until it is needed for testing problems in the fourth grade. All the work has been greatly reduced in amount and very well graded.

The state series of readers which proved a failure have been supplanted by the Cyr readers. A few years ago, in order to have uniformity in the use of text-books thruout the state, the state board chose a committee of people, supposedly well qualified for the task, to prepare readers as well as other text-books. The experiment was not successful.

In lowest primary classes thruout the city the sentence, combined with the phonetic method, is in use and gives good results. It takes only about six weeks to give any child that is ordinarily bright the ability to read the first twenty pages of his reader and to get thoroly in mind about twenty-five phonograms, groups of letters always having the same sound and pronounced as a whole. The phonetic part differs from the system used by many in that diacritical marks are omitted.

Thruout the state in every school district the law provides that where there are five or more deaf children, or children who from deafness cannot hear an ordinary conversation, between the ages of three and twenty-one, the board may at its discretion establish separate classes for them in the primary and grammar departments. In every case the instruction is to be by the pure oral method.

No child under eight years of age is kept in school more than four hours a day, including recesses, and no school is permitted to keep in session more than six hours.

All beginners are taught by experienced teachers, either those who have had two years' experience in teaching or are normal graduates. First primary teachers are ranked with teachers of the seventh and eighth grades and receive the same pay.

Women holding the same grade of certificates as men and doing the same grade of work are here given the same amount of pay.

San Francisco needs new school buildings and needs them badly. \$34,500 has just been appropriated for the Bergerot school, 24th avenue and California street. In the basement of this building

there is to be a large assembly hall, and manual training and cooking departments; on the upper floors, school-rooms with teachers' lunch and retiring rooms.

A committee of ladies from the California Club and the State Federation of Clubs appeared before the board of education to ask for an appropriation for equipping a dormitory to be connected with the Parental school. The matter has not been decided as yet. Daily warm lunches are the most imperative need just now.

The Chinese Children.

No school in San Francisco can show the orderly dismissal seen daily at the Chinese school out on Clay street. Two by two the children march out from their rooms, and two by two in orderly fashion walk to the corner of the street half a block away. Obedience is instilled into the mind of the Chinese youth at home, and at school he departs not from the teachings of his parents. This dismissal is one of the sights of Chinatown.

The great fault of Chinese children is tardiness. There was a time when the numbers of tardinesses monthly mounted up into the hundreds. The training of the school has corrected this in good measure. As most Chinese people sit up very late at night, they do not rise early and rarely breakfast before half-past nine. Many never think of breakfast until twelve. The children find it hard to get off to school early.

All the mission kindergartens have an afternoon session instead of a morning one on account of the late breakfast hour. Even then, when the kindergarten goes the rounds gathering up her flock, she invariably has to wait for four or five different ones whose queues have not had attention or who are not dressed for the day at one o'clock.

Chinese children are extremely fond of music and sing very well, tho their own native music is far from what we call music, having as its chief aim and object, noise. All hand-work comes natural to them, but the English language they find difficult. They



The stage of the Greek theater, University of California, showing the sacrificial procession introducing the play "Ajax" of Sophocles, presented in the original Greek by the students of the university. The floor of the stage is 40x150 feet.

Courtesy of N. E. A. Committee, San Francisco

readily learn to understand it, but it takes a long time for even the brightest to learn to speak well and to grasp what they read; so many of the ideas are totally foreign to them; and, too, they rarely hear a word of English at home or when playing on the streets, for among themselves all Chinese people, young and old, speak their native tongue.

In China to-day, only about six per cent. of the men, and two per cent. of the women can read ordinary books. Some men can read and write just a sufficient amount to carry on the necessary reading and writing connected with one certain business or branch of one business. Tho all over the empire there is great reverence for letters and what is written, education is a matter of memory and skilful use of the brush-pen. In America, Chinamen are more alive to the matter of education than in their own country, because here it means so much in getting a job.

Teachers' Salaries in California.

There was a time when young men just starting out in life, before settling upon a vocation, weighed well the words of Horace Greeley, "Go West, young man, and grow up with the country." In the West, Opportunity still is written with capital letters for both men and women. And what applies to the general business situation is true, of course, of the specific ones. Once the rate of salaries paid teachers was higher in California than any other place in the country, but now this is not true; yet she pays especially well in San Francisco. Thruout the state in 1898-99 the average was \$831.00; in 1899-00, \$943.05; in 1901-02, \$821.61; now it is \$853.92. Payment comes in twelve equal instalments.

In the City of San Francisco supervisors of music, drawing, and penmanship receive \$135 per month, or \$1620 a year; supervisors of manual training and physical culture, \$150; assistants in music and drawing, \$75; and assistants in physical culture and penmanship, \$100.

In the high schools the principals receive \$250 per month; heads of departments, \$150; and assistants begin at \$100 and are raised each year, until after four years they receive \$140. Special teachers get more than this, in accordance with the nature of their work.

In the primary and grammar departments the regular teachers all begin on \$60 a month, or \$720 a year. First primary, seventh, and eighth grade teachers, are grouped together, and their maximum salary comes after eight years of teaching, when they are given \$83 a month. In fifth and sixth grades the maximum is \$80 after seven years, and in the second, third, and fourth grades, \$76 after seven years.

Grammar school principals get \$180 a month; and assistant or vice-principals, \$125. Primary principals are paid according to the size of the school of which they have charge, and salaries run from \$105 to \$160 a month.

Tho there is a state board of education, with much power, in California, there is no uniform state examination which all teachers must pass to secure a certificate to teach. The county, or city and county boards, as the case may be, have the matter in hand, and grant certificates which, as a matter of courtesy, are usually, tho not necessarily, honored by all other counties of the state.

The subjects in which candidates are examined are the following for grammar and primary school certificates: Reading, English grammar and advanced composition, English and American literature, orthography and defining, penmanship, drawing, vocal music, bookkeeping, arithmetic, algebra to quadratics, plane geometry, geography (physical, political, and industrial), elementary physics, phys-

iology and hygiene, history of the United States and civil government, history (ancient, medieval, and modern), school law, and methods of teaching.

Then, in addition to this test of scholarship, there is an oral examination held by the board to ascertain the fitness of the applicant to teach, and his knowledge of methods, psychology, and pedagogy. Here language, personal appearance, manners, and personality all count in making up the general average.

In San Francisco, in addition to the scholarship test, before it is possible to obtain an appointment, each candidate must pass a competitive written besides an oral examination on the theory and practice of education. All obtaining a passing mark are listed and ranked according to their marks, and substitutes are taken from this list in strict order. Only the grammar and primary schools are under the civil service régime. After appointment, all teachers are on probation for two years, then, if their work is satisfactory, they have a life position, unless found guilty of immoral conduct, insubordination, etc. Certificates are valid for six years, and after five years in the city of San Francisco and thruout the state, certificates can be made permanent. While the examinations are not very difficult, especially for those who have had some experience in teaching, they are sufficiently so to keep the teaching force up to a high mark of efficiency. The following are some of the questions asked at recent examinations, and give a good idea of what is required:

"What is the ultimate end of education? State specifically some of the things education should do for the individual; for society."

"Briefly outline the most approved general methods in use for teaching first grade pupils to read, and show by your explanation your comprehension of the mental process involved."

"Describe briefly any approved general method of teaching rapid addition and geography. Justify your methods by psychological reasons."

"Interest. How would you arouse it? Is it sufficient for accomplishing results?"

"State and describe three essential features of the class recitation."

"Discuss discipline, its necessity, aim or aims."

"Discuss helps to memory."

"Explain what is meant by visual, auditory, and motor types of thinking, and illustrate by references to corresponding types of spellers."

"What constitutes an ideal teacher?"

In the state there are four grades of certificates: the high school, and for obtaining this a college education or its equivalent, is necessary, the grammar, the kindergarten and primary, and the special. All these can be made permanent after five years of successful work.

As there is a teachers' annuity and retirement fund, the teaching body, on the whole, is well provided for in every way. It is necessary to require a high standard of efficiency. At present there is a demand, and a decided one, for teachers in almost all parts of California, except the City of San Francisco. The scholarship examinations come in April in San Francisco, and the competitives the last of June. In the counties the different boards, at their option, appoint a time for examinations.

The state board sends out a list of schools all over the country, the diplomas from which are considered equal in value to those of the approved schools of California. Credentials are considered, accepted, and acted upon by the various boards at such time as they are presented. Any teachers desiring to stay on in California after the meeting of the N. E. A., will do well to present credentials as soon as possible

Inter-High School Athletics and the High School Girl.

By Edith C. Westcott, Principal West Side High School, Washington, D. C.

What has become of our old-fashioned girl? She of the quaint manners, demure address, gentle breeding, and not-too much culture. Down the vistas of the years we see her, thru a long perspective. Perhaps it is this that throws her figure into such charming relief against a background colored by tender sentiment and a reflective mood.

Bright in the foreground is the up-to-date high school girl, natty in dress, alert in bearing, vigorous, enthusiastic, wholesome. She is pretty sure to be gripping a tennis racket or a golf club in that strong right hand of hers, and it is probable that her well-laundered shirtwaist covers a chest deep-breathed from long endurance of hardy sport.

If this be the sum total of the picture, if our sports are making for girth of chest, fleetness of foot, lithe-ness of body, physique inured to fatigue, zest for out-of-door life, then may we be thankful, but not at ease. The conditions of our inter-high school sports, especially when competition enters in as an element, are a challenge to our watchfulness. If, so far, your girls are just sport-loving, sturdy, and athletic, you are in great luck, but not free from danger. In these days the tendency of all sports is toward sportiness. This is no less true of girls' sports than of boys' sports.

The bloomer is too often the forerunner of the mannish stride. It behooves us to consider well the price we are paying for the athletic development of our girls.

Take, for example, that popular sport, basket ball. Splendid fun it is, truly, but it may leave a train of evils in its wake. Fine it is to see a team girl as indifferent to a fall, and as quick in recovery, as the doughty football player, but after all what we want for our girls is not so much hardened muscles, and blunted sensibilities, as alertness, grace of movement, a body quickly responsive to the will. Then, too, basket ball is necessarily the game for the few. In a big high school, where but few girls can "make the team," if the work of this group be over-emphasized, the sports of the majority are likely to languish.

As inter-school athletics develop, the dangers that threaten our old-fashioned girl, or even our twentieth century girl increase. The spirit of competition creeps in, fanned to a splendid enthusiasm, it may be, by school loyalty. Under its spell how many girls have overtaken their strength? How many have come out of the season with weakened heart action, or over-strained muscles? And yet, after all, the final test of the effect of this severe training on our girls will not come until, as mothers of the next generation, they are called upon to bequeath to their children the splendid reserves of health and physical strength which should be the aim of our athletic training. Any judgment of results, so far as they are confined to the physical condition of the girls, based upon a less comprehensive view of the question, must be of only limited value.

Perhaps you will argue that competition feeds this wondrous, undefinable something we call "school spirit," the subtlest but most powerful factor in the tone and effectiveness of the school. True! and yet I say again, "Beware of Competition!" Confine it, as far as possible to competition in studies, in debates, for scholarships. Let sport be for its own sake.

Have you ever thought how vitally the whole character of sport is altered by the presence or absence of this element of competition?

Here is a team playing just for the sheer fun of it. Each player is relaxed, merry, delighting in every good pass or play whether made by ally or opponent. They revel in the ten-minute wait between "halves,"

when they lounge on the mats and "talk it over"; and when the whistle calls "time," there is scarce a look at the score board, as the girls scamper away to the refreshing showers. Contrast with this the inter-high school game. The galleries are crowded with partisans of the contending teams. School flags, school yells; a blaze of color! a bedlam of noise! The whistle blows. The teams line up. Every face is set hard. Every girl shows the strain of nervous tension. They play with a desperate eagerness. There is the restraint that stands for the will to "play fair," but this very restraint increases the tension. One side throws for goal. The ball balances for a moment on the rim, and then falls outside the basket. As a great wave, or as a single lamentation is the "Oh-h-h-h-h-h of the disappointed rooters. Now the other side is passing ball, and a goal is made from field. The joyous shout that lifts the rafters, as the panting teams line up again at center, brings to some faces the flash of rekindled determination, to others the flush of triumph. The tension increases. The very atmosphere grows electric. When the whistle blows for intermission, there is no merry "talking it over." Each team receives its friends, some condoling, some congratulating. The captains give their final instructions, and brace their teams for the last effort.

And when finally "time" is called on the game, one team is received amid shouts and wild cheering, while the other, nearly spent with its mighty effort, bravely leads in the school yell of the victorious team. Nine times out of ten there is splendid spirit shown by the girls, and all this is very commendable and very desirable. But however generous and fair be their estimate of their opponents' success, it does not lessen the bitterness of defeat for the team that did not bring an honor home to the school. The sport is out of focus. It is not an end. It has become only a means to an end, that of winning a championship and its attendant distinction for the home school. The strain of all this on the highly sensitized girl is very great, out of all proportion to the importance of the contest. You hear them saying between clenched teeth, "We've got to win," as tho there were some great moral issue at stake.

I believe there is in this sort of sport a serious menace to that gentle breeding which the next decade, more than any preceding, is going to demand of our girls. Let us have health; yes! and a thousand times, yes! Let us stimulate that consciousness of the body and of its powers, which is the strongest guarantee of its care and development. But let us not fail to put old-fashioned courtesy as the point of emphasis next after the sound body.

Beside her own participation in sport, we must consider the girl as a spectator of boys' sports. Have you watched the high school girl at the game? Girls from refined and cultured homes have shown the most callous indifference when an injured player is borne from the field. "Hurry up, sub., let's go on with the game. I just can't bear these waits." This is the sentiment of the girl spectator more often than of the boy. The latter has had enough experience of sport to feel at least an interest in the injured player, while to the average girl, carried away by the feverish excitement of the game, the interruption is only irritating. Here is something I should like to thresh out in an exchange of opinions with those principals who have been considering the influence of athletics upon the high school girl.

The world is moving very fast these days. Girls are entering many avenues of business. As women they will, many of them, be thrown into close asso-

ciation with men and with affairs. It will be more difficult in the future than it has been in the past to preserve the ideal of delicate breeding among our girls, especially among those who are to take active part in the world's work. And so, I repeat, it is well worth our thoughtful attention, this question of the whither of our high school sports for girls. In treating the girl more frankly and less sentimentally we have paid tribute to her good sense, poise, and womanliness. Let us make sure that we do not rob her, or let her rob herself, of any of those subtle charms that are essentially feminine.



The Spanish Classic Drama.

By HUBERT M. SKINNER.

In "The Library Chair" of *The Greater West*, Herbert M. Skinner offers some timely criticisms which students of literature and teachers may well benefit by. He writes:

Shakespeare and Calderon stand alone and unapproached in the dramatic literature of the modern world. Both seem to have been equally at home in all ages of the world, and in all the lands of which history tells. The two men wielded the two greatest among the modern languages. Shakespeare died when Calderon was sixteen years of age. But while they were thus contemporaries, in part, they seem to have lived in different worlds; for the England of Shakespeare and the Spain of Calderon had very little in common. Strangely enough, the two men were much alike in appearance, to judge from their portraits. Of course, no one in America or in Great Britain will allow that Shakespeare really had an equal, or ever will have, in dramatic literature. But to one who is neither Saxon nor Spanish in speech, it might be difficult to choose between them; the splendors of Spanish diction, the music roll of its numbers, and the variety of its meters have no counterpart in the verse of Shakespeare. On the other hand, there is a power in the iambic hexameters of the English which could not be realized in the tongue of Calderon.

When we compare the dramas of the two great masters, we find in them something of parallelism of suggestion. We sometimes speak of Calderon's "Life is a Dream" as "the Spanish Hamlet." In the same way we might refer to his "No Monster Like Jealousy" as "the Spanish Othello," and to his "Wonderful Magician" as "the Spanish Faust."

Since these are the best known among the works of Calderon, it may be of interest to note the comparison suggested between them and the dramas with which we are familiar. In its philosophy, Calderon's "Life is a Dream" is far greater than "Hamlet." The former sets forth the problem of modern subjective idealism—of the existence of matter. As if this were not enough, it seeks to reconcile the sovereignty of God with the freedom of the human will, and to show that a man may make his own interpretation of the fate ordained for him. The poem thus presents the profoundest thoughts that have ever engaged the minds of men.

The "No Monster Like Jealousy" has for its heroine no mere unhistoric "Desdemona," but a dame no less noble than Mariamne, the darling of historians and of novelists. King Herod, who ordered the "slaughter of the innocents," as recorded in the New Testament, is the hero. The drama draws into its arena the romance and splendor of Shakespeare's "Anthony and Cleopatra"; and while it powerfully sets forth the tragedy of jealousy, this portrayal has not the revolting character of Othello's crime. Mariamne comes to her death thru mistake, or accident, and the spectators do not witness the horror.

"The Wonderful Magician" differs radically from the "Faust" of Goethe, tho suggesting the latter

from beginning to end. The scene is laid in the third century—in the morning of Christianity. The controversy of the Christian is not with old-fashioned skepticism but with the ancient theogony of the Greeks and Romans. The play contains nothing of the medieval rubbish of Goethe's drama. In our day, when the church has to confront the revamped superstitions and philosophies of ancient heathenism, the drama of Calderon seems more pertinent than that of Goethe. Moreover, Calderon's heroine, unlike the weak Marguerite, possesses a strength of character which is proof against the combined forces of the world, the flesh, and the devil.

In another drama, "St. Patrick's Purgatory," Calderon portrays the descent to the lower world—a vision like that of Dante, but less influenced by pagan thought than Dante's creation.

In another, he depicts Catherine, the divorced wife of Henry the Eighth; and altho the much abused Catherine was a Spanish woman and a true Catholic, Calderon does not write in the spirit of vengeance or of hatred, but presents in a most dignified and truthful manner the scenes of her life.

Why are not these dramas presented on the English stage? Because in the nature of things they cannot be. They defy translation. The Spanish conception of the drama is utterly different from the Saxon ideal in almost every respect. As literally translated, the Spanish plays would be found impossible of production upon our stage. Moreover, there are no translations worthy the name. What pass for English versions of the Spanish dramas are either impudent frauds or pitiful caricatures. The Spanish classical drama must be read in Spanish to be appreciated; and if there were no other motive for the study of Spanish, their perusal would amply repay the student for mastering the noble language in which they are written.

To the Library Chair the question has often occurred, what must the Spanish think of British and American criticism of their standard drama? Making all allowance for differences of taste and of view, and for the national prejudices of centuries, there are yet certain facts which, it would seem, cannot be controverted if we are to assume that the critics ever read the dramas concerning which they write so freely.

Professor Butler Clark, of Oxford, found that Calderon's dramas are deficient in humor, and that their women have no force of character. As to the humor, we can understand the professor, since it is probable that he never saw a trace of it in Mark Twain or Bill Nye or Artemus Ward. But the wonderful women of Calderon, having the force of Lady Macbeth (tho it is enlisted in the cause of truth and right)—how could he have overlooked them?

John Owen, in his pretentious and apparently scholarly work, says of Calderon: "Never has the poet's sarcasm—the right divine of kings to govern wrong—been so deliberately and persistently affirmed as by the great court poet of Spain."

As a matter of fact, the most magnificent, stirring, and compelling appeal for individual liberty to be found in any language is the soliloquy of the captive Prince Segismundo in "the Spanish Hamlet." Shall it be said that this is a mere abstraction? Here is something concrete, which might have been spoken by Benjamin Franklin or by Patrick Henry:

"En lo que no es justa ley,
No ha de obedecer al Rey"—

"In what is not just law, the king is not to be obeyed."

Calderon was a grand apostle of freedom and of liberal government. Moreover, he maintained most powerfully the freedom of the human will, in opposition to the fatalistic tendencies of his time.

It is in the characterization of "the Spanish Faust" that Owen, if possible, excels himself. He declares that Calderon is guilty of a gross anachronism in

introducing a Satanic compact in a play portraying personages of the third century, since "there is no example of such a legend before the thirteenth century." There is no evidence then, that before the thirteenth century it had entered the mind of any one that Satan might offer, by supernatural agencies, some great bribe for the allegiance of a soul? Mr. Owen should have procured a copy of the New Testament, and read how Satan proposed a compact of the very same nature to Jesus of Nazareth. These criticisms are not exceptional. Dozens and scores of similar statements are gravely made in all or nearly all the books in the English language which treat of the Spanish classic drama. It is not so with the German, or the French.

The Library Chair ventures to suggest that the counterpart of the British and American criticism of Calderon might read somewhat like the following, if we could imagine it as solemnly recorded in textbooks of Spain, and studied in Spanish universities:

"Macaulay—A British historian, a fanatical admirer and apologist of James II. of Great Britain; distinguished for his relentless disparagement of William of Orange:

"Paine, Thomas—A distinguished theologian, of America, whose life was devoted to maintaining the plenary inspiration and inerrancy of Scripture.

"Twain, Mark—An American writer of Quaker habits in speech and thought, who is revered by his countrymen, despite the unrelieved sadness of his pages.

"Baxter, Richard—An English humorist of note, whose chief defect is extravagance in his portrayal of the ludicrous. His writings, moreover, have a tendency to skepticism. Author of the 'Saints' Everlasting Rest.'"

Manual Training School Destroyed.

The most disastrous and spectacular fire which has occurred in the city for years broke out in the blacksmith shop of the manual training school at Haverhill, Mass., and gutted the building, causing an estimated loss of \$25,000.

The school was in progress, when Principal Dakin and the class at work under his charge, saw small flames shooting up thru the cracks in the floor, and clouds of smoke began to pour forth. The class dropped their tools and ran for the front of the building, where one of the pupils, Leon Wood, spread the alarm. In this building was the high school freshman class. The fire, after enveloping the entire manual training school, broke out here so rapidly that the pupils, many of them, had not time to escape by the stairways. There was a stampede, and a number of the frightened children jumped from the second-story windows before ladders could be raised. None, however, were seriously injured.

A number of girls upon the second floor formed a line, and holding hands, so that none might be lost, descended the stairway thru the blaze and smoke and escaped.

Most of the children were forced to leave all their belongings behind them, and these were destroyed by the flames.

The insurance, carried on a blanket policy covering the two buildings, amounts to but \$10,000.

The Springfield tests of 1846, which were given in 1905 in the Springfield schools, and later in the Kansas City schools, were recently used at Adrian, Mich. The spelling test resulted in 63 per cent. of correct answers, as compared with 40 6-10 per cent. in the 1846 test; and the arithmetic test in 75 6-10 correct answers, as compared with 29 4-10 per cent. in the 1846 test. In one eighth grade room of thirty-five pupils, thirty-four stood 100 per cent., one standing 87½ per cent.

What Deaf Mutes Are Doing When Educated.

When Dr. Gallaudet, president of Gallaudet College for the Deaf and Dumb, was asked, "What can deaf mutes do?" he replied: "Really, I can much more quickly answer the question 'What can they not do?' They cannot be stenographers. They cannot serve in positions where acuteness of hearing is required; yet there are deaf mutes who can hear a little, and some of these are telegraphers." Dr. Gallaudet explained that the click of the machine is so sharp that it impresses even their dull sense of hearing.

An accountant is often distracted by conversation around him and so makes mistakes that it requires time to rectify. A deaf accountant is not subject to these interruptions and so is usually more accurate and saves time. This makes them valuable clerks in banks, custom houses, and government offices. One of the graduates of Gallaudet college is cashier of a Michigan National Bank. Another is in the New York Custom House.

It is remarkable what an excellent command of language these students gain. There are among the alumni a number of successful editors and publishers. One man has been editor of a well-known Massachusetts paper for twenty years. Others who are successful in scientific investigations are regular contributors to scientific journals. The name of Jerald McCarthy, the official botanist of the state of North Carolina, is seen attached to many scientific articles. He has a wide European correspondence, particularly upon seed tests and related subjects, and is considered excellent authority by the United States agricultural department. Mr. McCarthy was a Gallaudet boy, so, too, was George T. Dougherty, a well-known assayer and scientific writer. Assaying is taught in the college, so there are many among the alumni who follow that profession, also there are a number of mining experts that have done very well financially. There is a microscopist among their number who was the founder of, and is a recognized leader in one of the largest microscopical societies of the country.

Chemistry is another subject in which they have excelled, some holding important and lucrative positions in chemical works. One chemist has been employed for years by large corporations in two western cities, and his contributions to scientific journals are reprinted in those of foreign countries. The department of agricultural chemistry in the college has led some students into scientific farming, while others are fruit growers in California.

But science is not the only field of their successful labors. Several have studied law and are clerks in law offices, while a few are practicing for themselves. Prominent among these is Joseph G. Parkenson of Chicago, a patent lawyer who has had cases before the United States Supreme Court. In Tennessee there is an alumnus who has frequently been reappointed to the position of recorder of deeds.

Others are ordained clergymen of the Episcopal, Presbyterian, and Methodist churches, preaching in the sign language to congregations of men and women afflicted as they are. Still others have gone as missionaries to, and have founded schools for deaf mutes, introducing the work into western states. There are two or three Irishmen who came from their own country to Gallaudet to study, and returned to teach in Ireland and England where they are prominent leaders in educational work for deaf mutes. Into almost every state the college has sent teachers, many of whom can speak with their vocal organs as well as with the sign language, and a few of whom have pleasantly modulated voices, altho the tendency is to monotony of voice and usually a peculiar pitch. It is not strange that the profession of

teaching is more sought by them than any other. Not only are the alumni prepared intellectually for this work, but their sympathies are all with their pupils, awakening a responsive chord. They have the key to the mind and heart of their pupils, a possession which normal teachers cannot so easily secure.

Mr. Arthur D. Bryant, well-known among Capital artists, himself a deaf mute, is instructor in drawing at the college. The work produced is remarkable. Two of his pupils who afterwards studied abroad have become eminent artists. They are John G. Saxton of New York, and Cadwallader L. Washburn, son of ex-Senator Washburn of Minnesota. Dr. Gallaudet states confidently that others will be heard from soon. In architecture, too, success has been won. A spirit of growth is manifest in those who have given up paying positions to study architecture abroad, that they may win greater success.

Not even clerkships where customers must be waited upon are out of the reach of these painstaking people. An ability to read the lips helps them, then, too, people are sympathetic and willing to spend a little time in writing their requests. Such customers are rewarded by painstaking service. In a large clothing establishment of New York a deaf mute is at the head of one of the departments. The Washington government offices employ many, and throughout the country there are a large number of deaf mute post-office clerks, and several postmasters. Charles Reed, of Menasha, Wisconsin, has served twelve years in this capacity.

Of mechanics and machinists there are many, and some are proprietors of manufactories. In fact, after the interview, the writer felt that Dr. Gallaudet was right in saying that there are few things deaf mutes are debarred from doing. The graduates of Gallaudet are almost all self-supporting and many have built homes which they are maintaining, having married and gathered about them families. They show, in most cases, not only an ability to take care of inherited wealth, but to gather wealth for themselves. A fondness for reading is characteristic and some can converse very fluently without the aid of the sign language. Those who have become afflicted with deafness after birth can more readily be taught to converse.

It is not unusual for deaf mutes to marry speaking wives and rear normal children. In such cases the members of the family are proficient in both languages, conversing with voice and hands simultaneously, interpreting the conversation of guests to their deaf parent and, in turn, his replies to the guest, so making conversation general.

JENNIE CAMPBELL DOUGLASS.

Washington, D. C.

The teachers of St. Paul have asked the school board for more pay.

In the petition which they have presented, a minimum salary of \$500 for grade and kindergarten teachers, of \$750 for high school teachers, of \$1,000 for supervisors, and of \$900 plus \$5 per month for each room in charge for grade principals, is requested.

Dr. E. V. Robinson, principal of the Central high school, says that it is impossible for a man to support a family on the salary a teacher receives in the Central high school, and that most of them are compelled to work outside to make both ends meet. Many women have responsibilities of supporting families, and labor under the same difficulties as men.

"Jobs go begging," he said, "in the Central high school because of the small salaries we pay to men. We hired a teacher in mechanical work for \$750 a short time ago. He did not even take the trouble to resign, but went to work in a foundry at a substantial advance. As it stands now, St. Paul must take the leavings."

The Professional and Financial Side

Conducted by WILLIAM MCANDREW.

Principal of the Girls' High School, Manhattan.

Teachers' Salaries and Expenses.

(A Discussion of the Question from the Stamford, Conn.,

Daily Advocate.)

The disparity between teachers' salaries and living expenses is as marked in the smaller towns of the country as in the cities. Take New Canaan for a type of the former. The report of the conditions there is not given in maximum and minimum figures, but is an average of estimates made by several individuals—men and women.

The item averages for one lady teacher are as follows: board, \$369; clothing, \$67; doctor, dentist, etc., \$15; recreation, \$23; books, newspapers, gifts, etc., \$25; laundry, \$26; church, benevolence, etc., \$25 or about 5 per cent.; savings, \$116, or about 20 per cent.; total, \$606. This is the modest New Canaan estimate. And the modest New Canaan pay is \$464.28, two teachers receiving \$500, and five getting \$450 each. (The rural teachers receive an average of \$384.37.)

The principal of the Center school gets \$1,200 per annum. According to the following outline of living, expressed as the composite judgment of his fellow townspeople, he ought in self-respect, to spend \$1,239, save \$200, and still be content with \$1,200. Here are the averages: rent, \$267; provisions, \$453; fuel and light, \$85; clothing (for four, please note), \$175; recreation (possibilities and suggestions not enumerated), \$55; dentist, doctor, etc., \$35; laundry, \$26; service, nothing, but occasional household help, \$50; renewal and repair, \$28; books, papers, etc., \$25; church, charity, etc., \$40. "Savings" are averaged at \$200, probably including life insurance.

A correspondent from Darien reports conditions as they are, not as they ought to be—average actual expenses now paid. They exceed the salaries, but include expenses for board, while as a matter of fact, "nine of the eleven teachers live at home." It is but just to the Darien teachers' reputation for thrift to explain this matter, so that a false impression that they live beyond their munificent incomes will not be created.

Their expenses come to \$384 if they stay at home all summer. If they go away, the expenses would amount to about \$500. The climate is so salubrious that doctors are never called into requisition—according to their expense accounts. Doubtless because of oversight, no laundry charges are considered. Moreover the above \$384 includes only \$30 for saving, as against \$116 for New Canaan, a fact that leads one to the conclusion that "old age," for which they are supposed to save, is an extremely remote possibility in Darien. The items for "books, papers, incidental expenses, church, charity, gifts," and all the other odds and ends that lighten the drudgery of life, foot up to not more than half the sum of the same items given in a recent report from the city of Bridgeport.

The salaries for the non-resident teachers are insufficient if measured by "proper standards." Day laborers receive 25 per cent. more pay; stenographers 66 2-3 per cent. more, and so do lady bookkeepers. Clerks in stores, ladies, receive one-third more than the teachers. These percentages are based upon facts and figures given to the correspondent by workers in these vocations living in Darien.

Stamford and Norwalk.

One more illustrative report will suffice to show the truth of the general proposition that salaries are

wonderfully inadequate and incommensurate to the return expected. Let us take Norwalk and Stamford, towns that would naturally be compared in this respect. The Stamford report is as follows:

Rent, \$360; provisions, ten months, \$450; fuel and light, \$96; clothing, family of four, \$275 to \$400; summer expenses, \$200; doctor, dentist, etc., \$30; laundry, \$50; service, \$150; renewal and repair, \$75; books, periodicals, etc., \$40; church, charity, etc., \$35; clubs, societies, etc., \$25; insurance, \$100. Total expenses, \$1,900 to \$2,011.

With the items for clothing, rent, and provisions, considerably less, with no provisions for house repairs and renewal, and with but \$60 a year entered for recreation, which means no much needed summer outing, the Norwalk principal's family might get along on \$1,700; and this is minimum, while the Stamford figures are based on averages. Stamford and Norwalk grammar school principals get, respectively, about \$1,360 and \$1,200 per year.

The average expenses of the Stamford teacher, based on living rates and average from estimates obtained by the *Advocate*, are \$691. She is paid slightly over \$500 on the average. Stamford high school graduate stenographers of two or three years' experience now receive an average of \$780 a year more than their more highly trained former teachers. The Norwalk teacher's average is about \$475.

Percentages Summarized.

Previous investigation has shown that Bridgeport salaries must be increased from 60 to 114 per cent. before "proper standards" of living, as interpreted by citizens of that place, can be attained by the teacher. If this seems startling we would be glad to have you institute independent inquiries—and in that case please allow us to publish your results. Principals should receive from 25 to 112 per cent., varying with the variation in salary now received, and according to one's conception of the \$1,686, or the \$2,335 per year "standard of living."

Stamford teachers ought to forthwith be increased 40 per cent., and principals 48 per cent. Norwalk needs 40 per cent. more. New Canaan teachers require 25 per cent. more, and the principal likewise. In Greenwich, teachers cannot save anything in the face of Greenwich prices, to say nothing of the reflected high light cast upon their incomes by the Greenwich high life.

They need the difference between \$1,292 and a \$950 average as an increase in principal's salaries, and teachers need about the same increase as Stamford teachers do. Darien must continue to employ home talent until it offers an increase of at least 20 per cent. to its teachers. Fairfield reports show the need of an increase of 25 per cent. to 125 per cent., the living scale per person varying from \$500 to \$900, while salaries average \$400. Dressmakers, stenographers, clerks (ladies), all receive more on an average than \$400 a year.

We let the reader contemplate these fearful and fatal percentages without further comment.

The High School Teacher.

The salaries paid principals and teachers of high schools are of course higher than those quoted. Since their living expenses need not necessarily be higher, we must seek some other basis as a justification of increased salary of such teachers. That is found in proper conception of the social and professional sphere of the teacher—the conception of what a teacher's salary stands for. The high school teacher's salary stands for something higher, professionally speaking, than that of the elementary school teacher. While the need of trained teachers is imperative in all cases, it is superlatively imperative in the case of the secondary school. He must be a college graduate; he must be more—he must be a specialist; he

must be still more—he must be possessed of technical knowledge in the art, science, and history of education; and still more—he must have an intimate and sympathetic knowledge of childhood in its adolescent period.

The following is taken from a report of the Indiana council of education to the Teachers' Association of that state:

"In considering the question of the advanced training of teachers for the secondary school, we cannot fail to take into consideration the problem of remuneration of the teacher. It is becoming harder, year by year, for the college graduate to find employment in the schools at a living salary. Granted that the number of positions annually falling vacant is relatively stationary, and that the number of applicants is annually increasing, but one result may be expected, unless an increase of wages can be brought about. The law of supply and demand would seem to force the salaries down. In the majority of secondary schools of the country, little pecuniary inducement is offered to the intending teacher to take an advanced course in professional training.

"It may seem true that, so lightly is higher professional training regarded in secondary schools, it is a question whether the average teacher, who must depend on the usual salary, can afford to spend the time and money necessary to the higher preparation for his work.

"While we acknowledge the strength of this argument, we still contend that the great advantage of the trained teacher in the high school will be finally recognized. When the American people see that a thing is really worth having, they know how to pay for it without grumbling. The better class of secondary schools over the country now pay fair salaries, and insist on getting the ablest teachers. The very fact that the competition for these positions is disagreeably keen, is the surest guarantee of a better system of training teachers for the secondary work. The earnest young teacher cannot afford to compete, other things being equal, with those whose preparation has been less expensive and less complete than his; the only hope of the ambitious college graduate is to put himself distinctly above his competitors in the field of his chosen work."

Social Status a Factor.

With but one or two exceptions, this aspect of the teacher's life as a means of—aye, a necessity for—his usefulness, was apparently not in the mind of many of the broad-spirited citizens of the county upon whose opinions these reports are based. But it is a very important phase to be considered by employing boards who want live, human, alert, cultured, and truly educated teachers.

This point was touched upon in the first of this series of articles that without the idea of "teaching as a service," and "the teacher as a proper and efficient servant," the principle of selection must work out most deleteriously in any community. Anent this, let us recollect what the Mosely commission reported in 1903:

"In the United States the salaries of teachers are uniformly too small. Better inducements are offered in other lines of work, and the teaching profession is, therefore, left in many cities to persons who cannot secure profitable employment elsewhere. You do not have enough men teachers, and for this the low salaries are largely responsible. The teacher cannot do his best work if he is paid too low a salary. The salary should be sufficiently high to induce the best persons in the city to take up teaching, and when the teacher's usefulness to the system is at an end she is entitled to a pension."

Salt rheum, or eczema, with its itching and burning, is cured by Hood's Sarsaparilla. So are all other blood diseases.

"Allusions" in Virgil's *Æneid*.

By C. S. Griffin, New York.

Book VI.

Line 2.—Euboea, an island of the western Aegean sea. Cumae, which was a town on the coast of Campania, was settled by colonies from Euboea.

Line 6.—Hesperium, *i. e.*, Italy.

Line 9.—Altus, used with Apollo, by a figure of speech, instead of with *arces*.

Line 10.—The Sibyl at Cumae, whom Aeneas had been told to consult.

Line 12.—Apollo was born on the island of Delos in the Aegean sea.

Line 13.—Trivia, an epithet of Hecate, alluding to her threefold character (as Luna in heaven, Diana on earth, and Proserpina in the lower world).

Line 14.—Daedalus constructed the labyrinth in which the celebrated Minotaur was kept. He was imprisoned by Minos, King of Crete, but he procured wings for himself and his son Icarus, and fastened them on with wax. He himself flew over the Aegean with his improvised wings, in safety, but Icarus flew too near the sun and the wax by which his wings were fastened on was melted, and he was drowned in the Aegean sea. According to some accounts, Daedalus first landed in his flight at Cumae, in Italy, where he erected a temple to Apollo, in which he dedicated the wings with which he had fled from Crete.

Line 16.—Arctos, the Great Bear, hence the north.

Line 17.—Chalcidice, another name for Cumae, because settled by colonists from Chalcis in Euboea.

Line 18.—Phoebus, meaning Bright. Used as an epithet of Apollo as the sun-god.

Line 20.—Androgeos, son of King Minos of Crete, went to Athens and won the victory in the athletic contests of the Panathenaic festival. The Athenians were so angry that they put him to death. As a punishment, Minos made the Athenians send to Crete each year, as tribute, seven youths and seven maidens, to be devoured by the Minotaur.

Line 21.—Virgil changes the story, making the tribute consist of seven youths only. They were selected by lot (see line 22).

Line 23.—Gnosus, a city of Crete.

Line 25.—For note on the Minotaur, see Book V.; line 588 (THE SCHOOL JOURNAL for March 31).

Line 26.—Veneris, by metonymy for Amoris.

Line 28.—Theseus, son of the Athenian king, went, of his own accord, as one of the seven youths to be devoured by the Minotaur; in reality with the hope that he might slay the monster. Ariadne, daughter of Minos, fell in love with him, and gave him a thread by means of which he found his way out of the labyrinth, after he had slain the Minotaur.

Line 30.—Daedalus, who had constructed the labyrinth, was the one who suggested the plan of using a thread for finding the way out.

Line 36.—Deiphobe, daughter of Glaucus, priestess of Apollo and Diana, one of the numerous names by which the Cumaen Sibyl was known. Glaucus was a marine deity.

Line 70.—A reference to the *Ludi Apollinares* (holidays named for Apollo).

Line 74.—Aeneas had been warned by Helenus that the Sibyl was apt to write her prophecies upon leaves which often became scattered about her grotto.

Line 88.—That is, there shall be an enemy's camp.

Line 89.—Another Achilles, that is, Turnus. He was king of the Rutuli when Aeneas reached

Italy. He was related to the wife of King Latinus, and fought against Aeneas because Latinus gave his daughter Lavinia to Aeneas for a wife. Lavinia had previously been promised to King Turnus.

Line 93.—"A second time," the first instance, referring, of course, to the Grecian Helen.

Line 97.—Evander, an Arcadian living in Pallanteum, came to Aeneas' aid.

Line 107.—Lake Avernus was supposed to be an overflow of the Acheron.

Line 119.—Orpheus, the son of Oeagrus and Calliope, lived in Thrace, and accompanied the Argonauts on their expedition. He was given a lyre by Apollo, and being instructed in its use by the Muses, he enchanted with his music not only the wild beasts, but even the trees and rocks of Olympus, so that they moved from their places to follow the sound of his harp. His wife was a nymph named Eurydice. After she died Orpheus followed her into the realms of Pluto. There the charms of his lyre won back Eurydice, but his prayer for her return to the upper world was granted only on condition that he should not look back upon his wife until they had left Hades behind. At the very moment when they were to pass the fatal bounds, Orpheus glanced behind, only to see his wife carried back to the infernal regions.

Line 121.—Castor and Pollux were two brothers, sons of Leda. Castor, whose father was Tyndareus, was mortal. Pollux, who was the son of Jupiter, was immortal. When Castor was dying, Pollux asked permission of Jupiter to be allowed to die with his brother. Jupiter gave him his choice, either to live as an immortal on Olympus, or to share his brother's fate. He chose the latter, and the brothers took turns, each spending one day in the lower world, and the next in the heavenly abodes of the gods.

Line 122.—Theseus was an intimate friend of Pirithous, with whose aid he carried off Helen from Sparta, when she was a young girl. In return Theseus helped Pirithous in an attempt to take Proserpina from the lower world. Pirithous perished in the enterprise, and Theseus was kept "in durance vile" until rescued by Hercules, when the latter went down after Cerberus.

Line 123.—Alcides, that is, Hercules, the grandson of Alcaeus. The last and most difficult of the twelve labors of Hercules was the bringing of the three-headed dog Cerberus from the lower world. He obtained permission to take Cerberus out, if he could accomplish the feat without force of arms. He succeeded in seizing the beast and carrying it to the upper world, where he showed it to Eurysthus, and then he returned the dog.

Line 127.—Dis, a contraction of Dives, a name often applied to Pluto, and hence to the lower world.

Line 132.—Cocytus, a river of the lower world.

Line 134.—The Stygian lakes, that is, the lower world.

Line 135.—Tartarus, the abode of the lost in the lower world.

Line 138.—*Junoni infernae*, Proserpina.

Line 162.—Misenus, a Trojan trumpeter, companion of Aeneas.

Line 166.—See Book I.; line 99.

Line 173.—Triton, son of Neptune and Amphitrite. He lived with his father and mother in a golden palace at the bottom of the sea.

Line 228.—Corynaeus, a companion of Aeneas.

Line 242.—Aornos, a Greek word meaning "without birds."

Line 247.—Erebus, the lower world.

Line 250.—Mother of the Eumenides, that is, Night. Her sister was Earth. Night and Earth were daughters of Chaos.

Line 252.—The Stygian king, Pluto.

Line 265.—Chaos, god of the lower world, used for the lower world. Phlegethon, a river of the under world.

Line 273.—Orcus, god of the under world, used for the locality itself.

Line 286.—Centauri, a race of monsters, half horses and half men. They are usually spoken of as inhabiting Mount Pelion in Thessaly, where they lived a wild and savage life.

Line 286.—Scylla was supposed to be half woman and half fish.

Line 287.—Briareus, one of the sons of Uranus, a huge monster with a hundred arms and fifty heads. He and his brother conquered the Titans in their war upon the gods, and secured the victory for

Jupiter. The latter thrust the Titans into Tartarus, and set Briareus and his brothers as a guard over them.

Line 287.—The Lernaean hydra was the offspring of Typhon and Echidna, and was brought up by Juno. It had nine heads, one of which was immortal. The third of the twelve labors of Hercules was to fight the hydra. In the contest he struck off the heads of the monster with his club, but in place of each, two new heads immediately grew. A huge crab came to the assistance of the hydra, but Hercules, with the aid of his servant, Iolaus, burned away the heads, and hid the ninth or immortal one, under a rock.

Line 288.—Chimaera, a fire-breathing monster, the fore part of her body that of a lion, the hind part that of a dragon, and the middle that of a goat. She was a daughter of Typhon and Echidna, and had three heads, one of a lion, one of a dragon, and one of a goat. She was finally killed by Bellerophon. The origin of this idea of a fire-breathing monster probably lay in the volcano Chimaera, which was situated near Phaselis, in Lycia.

Famous Latin Hymns and Poems.

A note in a church hymnal calling attention to the fact that "Jerusalem the Golden" was a translation from an old Latin hymn, brought to mind the fact that many pupils who leave school, more or less familiar with Caesar's little difficulties with the Gauls, with the storms and love affairs that beset the Pius Aeneas, and perhaps with the "enteuthen exelaunde" of Xenophon,—have hardly so much as heard of the beautiful old Latin hymns and poems which are quite worthy of consideration. THE SCHOOL JOURNAL of February 24 contains what is probably the most famous of all the poems written by the Latin fathers, "Dies Irae." On March 31 appeared "Veni Sancte Spiritus." Other poems will be given from time to time. It is suggested that teachers and pupils study both the original Latin and the translation.

Veni Creator Spiritus.

This hymn, one of the most important in the service of the Latin church, has been attributed to the Emperor Charlemagne. Opinion, however, now inclines to Pope Gregory I., called the Great, as the author, and fixes its origin somewhere in the sixth century.

Veni, Creator Spiritus,
Mentes tuorum visita,
Imple superna gratia,
Quæ tu creasti pectora.

Qui diceris Paracletus,
Altissimi donum Dei,
Fons vivus, ignis, caritas,
Et spiritalis unctio.

Tu septiformis munere,
Dextræ Dei tu digitus
Tu rite promissum Patris,
Sermone ditans guttura.

Accende lumen sensibus,
Infunde amorem cordibus
Infirma nostri corporis
Virtute firmans perpeti

Hostem repellas longius,
Pacemque dones protinus;
Ductore sic te prævio
Vitemus omne noxium.

Per te sciamus da Patrem,
Noscamus atque Filium;
Te utriusque Spiritum
Credamus omni tempore.

Deo Patri sit gloria
Et Filio qui a mortuis
Surrexit, ac Paraceto,
In sæculorum sæcula.

TRANSLATION.

Creator Spirit, by whose aid
The world's foundations first were laid,
Come visit every pious mind,
Come pour thy joys on human kind;
From sin and sorrow set us free,
And make thy temples worthy thee.

O source of uncreated light,
The Father's promised Paraclete!
Thrice holy fount, thrice holy fire,
Our hearts with heavenly love inspire;
Come, and thy sacred unction bring,
To sanctify us while we sing.

Plenteous of grace, descend from high,
Rich in thy seven-fold energy!
Thou strength of His almighty hand,
Whose power doth heaven and earth command!
Proceeding Spirit, our defence,
And crown'st thy gift with eloquence!

Refine and purge our earthly parts;
But, O, inflame and fire our hearts!
Our frailties help, our vice control,
Submit the senses to the soul;
And when rebellious they are grown,
Then lay thy hand and hold them down.

Chase from our minds the infernal foe,
And peace, the fruit of love, bestow;
And, lest our feet should step astray,
Protect and guide us on the way.
Make us eternal truths receive,
And practise all that we believe;
Give us thyself, that we may see
The Father and the Son by thee.

Immortal honor, endless fame,
Attend the Almighty Father's name;
The Saviour Son be glorified,
Who for lost man's redemption died;
And equal adoration be,
Eternal Paraclete, to thee.

JOHN DRYDEN.

Compared with
March's Latin Hymns.

Bagster-Collins on German in Secondary Schools.*

By Paul Grumman, University of Nebraska.

Methods of instruction are generally discussed in a more satisfactory way by an individual than in the report of a committee, for the latter always involves a large number of concessions to individual members for which the committee as a whole must finally bear the responsibility. The complexity of views generally interferes also with a really sympathetic interpretation of any one method, objections which do not obtain in the work under discussion. No subject, of course, offers greater opportunity for the play of individual idiosyncrasies, but when the individual assumes the responsibility, the effect is that teaching is stimulated rather than stereotyped. Professor Bagster-Collins certainly has succeeded in writing a book in which an honest attempt is made to divorce objective conclusions from personal opinions, a book which will do much good in putting the teacher of German face to face with the essential problems, and one which generally places due emphasis, where, in my opinion, it belongs.

Altho my discussion of the book may point out a large number of divergent views, it must be remembered that they are almost invariably of minor importance, and hence do not detract essentially from a hearty commendation of the work which has been done.

In stating the advantages of German instruction, he places practical value first, cultural value second, and disciplinary value third; an arrangement which could be defended, but is hardly in accordance with his demand that reading be the chief aim of German instruction in the American high school. If we agree upon this as the chief aim, and I do without much reservation, the cultural and higher disciplinary value ought certainly to precede the practical. The author properly insists that conversational work should be carried on as an aid to the pupils' training in reading, yet the fact that the majority of pupils will not have occasion to speak German is an insufficient reason for abandoning instruction which serves that end. The author says: "The power to speak a language, I insist, is merely an accomplishment, to be compared in some respects to the ability to play the piano or sing." The comparison is a most excellent one and might have been completed by saying that the person who has acquired the accomplishment of playing the piano or singing, will have a new conception of music, just as the pupil who has acquired a certain facility in expression will have the artist's attitude toward the language, in addition to that of the critic. While the author essentially agrees with this point of view, he does make such statements as "In order to learn how to write there is no need to learn how to speak, or to learn the vocabulary of every-day life." The kind of writing that may be acquired under such conditions can be seen best in many of our translation-composition classes, which perpetrate sentences that are mere patch-work, stilted, artificial, and utterly devoid of *Sprachgefühl*. The author does not encourage such instruction, of course, but it is incorrect to concede the possibility of such work, especially since our American teachers of German too often teach one phase of the language only, a point of view which is essentially wrong. I cannot reason myself into the view that only one pupil out of a hundred will have use for colloquial German. While it is true that we are not in the same international relations as Germany, the large German

element in our population and the growing importance of our international relations make this phase of study an important aim in itself, altho it should be subordinate to the cultural and disciplinary aims.

The attitude of foreign teachers of German betrays a certain bias. It is true that as a rule the foreign teacher of the foreign language fails because he is out of touch with the native language, literature, and ideals, but the native teacher quite as often fails because he cannot interpret foreign ideals, to say nothing of his faulty language. How many teachers of German would be regarded as successful by the educated Germans of the community, who are now supposed to be entirely successful in the work? I do not suggest this as a court of appeal, but it is as just a criterion as the one employed in condemning the foreign teacher. American schools have suffered at the hands of these foreign teachers largely because they are not teachers, but men and women without training who regard teaching as an easy and respectable occupation. The German-American certainly has unusual advantages, but he does not as a rule submit to that vigorous training essential for effective teaching. It is not at all necessary "for the teacher to go thru the same process of training as the pupil himself," unless he lacks pedagogical insight entirely.

The chapter on phonetics is sound and helpful. The "Reform Movement" is given due credit for new ideals in the teaching of pronunciation, special emphasis being placed on the fact that the study of phonetics is essential for the teacher in order to enable him to correct his own mistakes. The careless pronunciation tolerated in most American classes makes this chapter a timely one, and teachers will do well to study it carefully and get the most important books to which the author refers. Minor objections can again be made here. It is doubtful whether a high school pupil will distinguish between the tongue positions of the vowels, or between "narrow" and "wide" vowels. Thomas's directions for the articulation of *ch* are misleading, because there is an essential difference between the tongue articulation of *sch* and *ch*, and hence they should not have been mentioned. The explanation of the articulation of the German *l* is also somewhat vague, Hempf's definition in his "German Orthography and Phonology" being preferable in every respect. The demand that during the first months of the course all new reading matter should be read by the teacher first is not pedagogical, since pupils of the high school age are able to apply independently what they have learned, and will do so if their reading matter is properly graded. That difficult words and phrases should be repeated in concert is a suggestion of very doubtful expedience. Concert recitations are sometimes helpful if carried on in accordance with the most advanced demands, but even then it is difficult to distinguish individual inaccuracies, and hence frequently an incorrect habit is fixed upon the pupil. The concert recitations ordinarily encountered in German classes are bad from every point of view.

The demands that colloquial exercises should be definite, that they should be easy for a considerable time, and that oral work should be done from the beginning, are sound, but the advisability of constructed texts of the nature found in Thomas's grammar may be questioned. It is not impossible to find genuine German selections which answer to every reasonable demand which the teacher may set. Spanhoofd's *Lehrbuch der deutschen Sprache* offers abundant evidence on this point. While most

*The Teaching of German in Secondary Schools: By Elijah W. Bagster-Collins, adjutant professor of German in Teachers college, Columbia university, New York: The Columbia Union Press.

teachers will agree with the statement that there is a divergence between the pupil's oral and reading ability, and that both deserve the attention of the teacher, it is essential to keep in mind that this divergence may be emphasized unduly; what the German teacher after all must strive for is to bridge the gap as much as conditions will permit.

The use of German grammatical terminology is condemned on the score that the grammatical terms are largely Latin, and that there is danger of not making the grammar clear to the pupil. Both objections are invalid. There is a German grammatical terminology which is not based upon Latin. Such words as *Dingwort*, *Furwort*, *Feitwort*, *Mehrzahl*, *Leideform*, etc., give the pupil excellent practice in word-formation from the beginning and foster a genuine *Sprachgefühl*. The German terminology gives additional practice in pronunciation and formation of short German sentences; and the teacher is able to convey correct and lasting impressions upon the minds of the pupils if the blackboard is properly utilized. It is of course not necessary to refrain from the use of English in presenting a difficult point, but if carried on without pedantry by the equipped teacher the work is very successful. The American teacher encounters some difficulties in mastering the terminology.

Not enough stress is placed upon the systematic teaching of grammar. Too often the lessons are assigned and learned mechanically by the pupils, when the teacher should develop the subject with the pupils, pointing out the underlying principles which govern a whole group of facts. Some historical grammar will be found helpful if the teacher uses judgment. The relation existing between German and English can frequently be pointed out with distinct gain to the pupil, as, for instance, in the presentation of the alphabet. The teacher should not only "pick the German alphabet to pieces," but show that in essential points it resembles the English. With this method the teacher will be able to do effective German work in spite of poor preparation in English grammar on the part of the pupils. The more advanced work in grammar must always be preceded by a *resume* of what has been mastered; in fact, all review exercises should form the basis of more advanced work, and not constitute mere drill. If carried on in this way, grammar review need not be uninteresting to the pupil.

That verb forms should be taken up rather late lacks justification. Since the verb is essential to the sentence, and the sentence is the unit of thought, it would seem that it deserves precedence, especially since sentences need not involve many declensional peculiarities. The objection that the peculiar word order involved in the compound tenses of the verb is a serious hindrance in the early presentation of the verb, does not obtain, since the irregularities are slight, and the peculiar German word order should be taught very early in the course. The difficulty involved in the word order after adverbs is greater than that involved in the verb, yet I should agree with the author in placing it early in the course.

In addition to the mastery of the paradigms, it is suggested that the pupil in "steam-hammer exercises" be required to use the correct cases in German sentences until he acquires marked facility. Spanhoofd's excellent plan of stating general rules of declension and conjugation, which obviates the parrot-like paradigm grinding, is not touched upon, and yet there is hardly a single innovation in German text-books of recent years which compares with it in importance.

The presentation of the inductive method is the most unsatisfactory portion of the book. Grammar, even according to the old method, should not be taken "on faith," but made plausible to the pupil,

and we have no right to assume that the inductive teacher is necessarily a bungler, but must judge him at his best. Sweet's point of view is also distinctly negative, for "playing at grammar" is a peculiar characterization of real inductive work. In attempting to show that the inductive method is better adapted to English instruction than to German, a selection from Hausknecht's *Der Englische Student* is translated and tested with regard to suitability for German work. But Hausknecht's text was not written for that purpose and hence this is idle amusement. The intelligent inductive teacher can find German selections which do not contain serious inflectional difficulties, as a perusal of Spanhoofd's *Lehrbuch* will show.

The plan of putting off English-German translation till the second semester is questionable. Nothing tests the accuracy of the student better than such exercises. The sentence work should not be limited to translation, but the translation of short sentences is not beyond the power of the pupil, nor does it necessarily interfere with the development of *Sprachgefühl* unless the teacher limits the work to this type. Any attempt to turn immediately from translation to free composition, as the author states, must be futile, since repeated and thoro practice in direct expression is necessary before free composition is attempted. After the work in the beginners' book has been well done, however, the student should be able to get on with a minimum of translation, only involved and vague constructions being handled in that way. The fact that examining boards insist so largely upon translation cannot be taken into account in determining upon methods, for they are creatures and not arbiters in the long run. The influence of translation upon the pupils' *Sprachgefühl*, so admirably stated by the author, should keep the teacher from sinning in this respect. There can be no objection to connected exercises in translation in the fourth year, when it may be expected that the pupil has developed some *Sprachgefühl* and is sufficiently equipped in English to do the work well.

The suggestions in regard to dictation exercises place undue emphasis upon the use of old material. This plan frequently leads to wholesale memorizing on the part of ambitious pupils. A new selection which is not too difficult offers all of the advantages of the old, and is fresh and interesting. It would have been well to emphasize more definitely that dictation exercises should always be read naturally, and that the sentence should be the unit of expression.

In view of the importance which the author attaches to reading, some objections to the reading texts which he chooses will naturally arise. It is true that poetry must be taught properly if at all, yet if we grant that German is a cultural study, the ability to teach German poems well would seem an essential qualification of the teacher of German. Simple poems should be presented early in the first year, for there are many available that do not involve the slightest irregularities. Special emphasis should be placed upon memorizing and reciting these with proper interpretation. A course of four years should include practically all the poems in the excellent collections of Hatfield and von Klenze. It is hardly wise to defer the study of the classics till the fourth year. Some can be read during the second year with profit, altho Wallenstein and "The History of the Thirty Years' War" will be read intelligently by few high school pupils. Gerstaecker and Stern I should taboo as trivial, and I should be doubtful of the *Nibelungenlied* in any form, altho the pupils should know the most important Germanic myths and legends in brief outline. I am not ready to agree to the statement that "our conditions do not warrant as extensive a study of *Realien* as those obtaining in Germany." The American pupil is particularly in

need of sympathetic insight into foreign institutions and customs, and hence the study of *Realien* should form an important part of all intensive reading.

The author suggests that work on a text really begins after a fair translation has been made. To realize the full importance of this statement it is only necessary to question the average class in regard to the general significance of an act or chapter. Few pupils who are reading Cæsar can give the events of any one book, because the teacher generally limits himself to the interpretation of words and sentences. To offset this, not only a general discussion of the texts read intensively is necessary, but a carefully selected course of extensive reading, covering the last two years of the course, in which details are overlooked for the sake of the general meaning.

Sight translation as a distinct exercise is valuable if carried on according to the author's suggestions, but even greater good, in my opinion, can be accomplished if the teacher constructs a large number of German sentences based upon the text and has them translated in connection with the regular reading lesson. This practice greatly facilitates the pupil's work in composition also. Sight translation should certainly not "encourage the pupil in clever guessing." It should teach him correct habits of thought and association. My distinction is probably only a matter of terms, yet it may be more or less fundamental.

Whether or not grammatical points are to be discussed in the reading lesson must depend largely upon the preparation of the class. In classes of mixed preparation, this will be essential if lasting results are to be obtained. In any event, the student's grasp of grammar should increase from year to year, and not grow vaguer as he proceeds. One reason for this weakness in our German instruction is that we are really in need of a good German reference grammar, which points out English-German relations and the essential points of historical grammar.

That the special vocabulary is essential for the easiest reading text may be conceded, but just at present there is a tendency to supply special vocabularies for pupils who should be getting practice in discrimination by choosing one of a dozen meanings given in the dictionary. The demand of H. Paul that special vocabularies should not be transcriptions from the dictionaries but should really serve their special purpose has not been taken into consideration sufficiently. Such vocabularies should in all cases indicate the pronunciation and accent; related words and synonyms should be given without introducing work that is too technical and remote, and above all illustrative sentences should appear wherever the practical use of the word might otherwise remain vague.

The vocabulary which should be presented to the beginner must be practical and suited to the pupil's experience. The *Häufigkeitsprinzip* so admirably applied by Bierwirth is one of the safest guides to the teacher and author of text-books. In building up the vocabulary of the pupil, much time can profitably be devoted to derivations, altho as large a table as Bagster-Collins presents under *sprechen* would result in confusion and introduce much that is unessential. In this connection the teacher should study Hildebrandts *Beiträge zum deutschen Unterricht* und *Vom deutschen Unterricht*, etc. These books, which the author unfortunately does not include in his bibliography, have been epoch-making in this connection, and will give the teacher sound advice along other lines. In his anxiety to discourage dry-as-dust philology, the author has failed to emphasize the real importance of historical grammar. Not only in vocabulary building, but in the grammar itself, historical explanations are of real

value. Factitive verbs, pret. pres. verbs, even umlaut and ablaut can be introduced with distinct gain to the pupil. A careful perusal of Hermann Paul's *Prinzipieller Sprachgeschichte*, *Deutsches Wörterbuch*, and especially his *Beiträge zur wissenschaftlichen Lexicographie* would have enriched the discussion on helpful categories in vocabulary building.

The bibliography should also contain the valuable discussions of Paul, Wundt, and Delbrück on the psychological basis of language phenomena, since these books, in a large way, are after all the foundation upon which language methods must be constructed.



Spelling and Arithmetic in Cleveland.

Compared with the Springfield test of sixty years ago.

A list of words used in the spelling tests in the first year of the high school in Springfield, Mass., in 1846, and again in the ninth grade of the same schools in 1895 were given as a test to the eighth grade at the Case-Woodland building recently. The comparative results are as follows:

Springfield	1846	1895
No. of pupils	85	245
Per cent. correct	40.6	51.2
Case-Woodland:		
No. of pupils	37	
Per cent. correct	61.2	

Following is the list of words: accidental, accessible, baptism, chirography, characteristic, deceitfully, descendant, eccentric, evanescent, fierceness, feignedly, ghastliness, gnawed, heiness, hysterics, imbecility, inconceivable, inconvenience, inefficient, irresistible.

Of the eighty-five pupils taking the test in 1846, only fifteen stood as high as 70 per cent., two had none of the words spelled correctly, nine had only one right, while twenty-three or more than one-third of the entire class, misspelled seventeen or more words. These pupils were in the high school and had devoted all their school work to the three R's.

In the Case-Woodland eighth grade only four pupils missed as many as fourteen words, while in the Springfield (1846) test more than 26 per cent. missed seventeen or more words. In Case-Woodland 46 per cent. of the class stood as high as 70 per cent., while in the test of '46 only 17.6 per cent. of the students made this grade.

It is also significant that Case-Woodland is not only in a "foreign" district, attended almost wholly by Russian Jews, but is a new school, having been organized in Jan., 1905, and taking its pupils from four adjoining districts.

In 1846 the following questions in arithmetic were given to a ninth grade class in the schools of Springfield, Mass. These students corresponded in age to the high school sophomores of to-day.

1. Add together the following numbers: Three thousand and nine, twenty-nine, one, three hundred and one, sixty-one, sixteen, seven hundred and two, nine thousand, nineteen and a half, one and a half.
2. Multiply 10,008 by 8,009.
3. In a town five miles wide and six miles long, how many acres?
4. How many steps of two and a half feet each will a person take in walking one mile?
5. What is one-third of 1754?
6. A boy bought three dozen of oranges for 37¢ and sold them for 1¢ apiece; what would he have gained if he had sold them for 2¢ apiece?
7. There is a certain number, one-third of which exceeds one-fourth of it by two; what is the number?
8. What is the simple interest of \$1,200 for 12 years, 11 months, and 29 days at six per cent.?

A comparison of the results of this arithmetic

examination given in Springfield again in 1905, with the results of the same examination given in the eighth grade of the Case-Woodland school, Cleveland, follows:

Springfield, Mass.,	1846	1905
Number of pupils	25	245
Per cent. correct	40.6	51.2
Case-Woodland school, Cleveland, Ohio.		
Number of pupils		38
Per cent. correct		87.5

In the 1846 examination more than one-fourth of the examples were skipped as too difficult. Less than one-half of the class solved the first example; only fifty got the second correct; only eleven accomplished the fourth; the eighth problem was correctly answered by only thirteen pupils; only seven boys and not one girl solved the fifth problem. Of the twenty-nine girls not one solved the fourth or the sixth example, and altogether they averaged only nine per cent. on the test.

Of the thirty-eight pupils in the eighth grade at Case-Woodland twelve made 100 per cent., seventeen

made 87½ per cent. six made 75 per cent., and only three fell below this grade. No one of the class missed more than three of the eight problems, and only three missed that many, while only six missed as many as two problems.

The twenty-six girls taking this test made an average of 87 per cent., as compared with the general average of 9 per cent. made by the twenty-nine girls taking the same test in 1846, thus vindicating not only modern educational methods, but also the honor of their sex.

It is to be especially noted that in the Case-Woodland test the papers were very rigorously marked, no credit being given even for a correct answer, if the process did not indicate an intelligent understanding of the conditions. The omission of even the decimal point or a mistake of one figure was considered an error and no credit was given in such cases. The problems were given to the pupils unexpectedly and they had had no previous drill or special preparation that would in any way help in the solution. The problems were simply written on the board and the children were not allowed to ask questions.

Laboratory Work in Chemistry.

(Continued from page 86, THE SCHOOL JOURNAL, January 27, 1906.)

27. PREPARATION OF AMMONIA.

Mix lime and ammonium chlorid with water in a flask. Complete the equation $\text{Ca(OH)}_2 + 2\text{NH}_4\text{Cl} = \dots + \text{CaCl}_2$
 $= \dots + \text{CaCl}_2$

Why is calcium hydroxid used? (Think why sulphuric acid was used in the preparation of hydrochloric acid).

28. PROPERTIES OF AMMONIA.

Invert a flask of ammonia gas over water. Physical, solubility; chemical, basic character of water solution.

29. PREPARATION OF AND TEST FOR NITRIC ACID.

Heat potassium nitrate and concentrated sulphuric acid in a retort. Collect the distillate. Why do we use sulphuric acid in this preparation? Why not use hydrochloric acid?

30. PREPARATION OF NITRIC OXID.

Heat strong nitric acid and copper in a generating flask. What is the usual reaction of a metal on an acid? Why do we not get this gas here? What becomes of it? How, then, do you account for the formation of nitric oxid?

Complete equation $3\text{Cu} + 8\text{HNO}_3 = 3\text{Cu(NO}_3)_2 + \dots$

31. PROPERTIES OF NITRIC OXID.

Invert a test tube of nitric oxid over water. By pouring upward from another test tube introduce air or oxygen. What are the evidences of chemical change when nitric oxid comes in contact with air? What change has occurred?

32. STUDY OF BROMIN.

Gently heat a mixture of potassium bromid, manganese dioxid and sulphuric acid in a test tube. Preparation; solubility in water, carbon disulphid, or chloroform; replacement by chlorin. What compounds would we expect to have formed by the addition of sulphuric acid to potassium bromid? How is the action modified by the presence of manganese dioxid? Why? Is bromin more soluble in water than in carbon disulphid? What characteristic color does bromin give to carbon disulphid? Why does not potassium bromid solution impart this color to the disulphid? Why does the coloration appear after the chlorin is added to the potassium

bromid solution? State the relation between the heats of formation of potassium bromid and potassium chlorid to the action which has occurred. (Class discussion).

33. ACTION OF SULPHURIC ACID ON POTASSIUM BROMID.

Explain the use of the materials selected for this preparation. What chemical reaction would you expect? How do you account for the production of bromin? Account for the formation of sulphur dioxid (compare with the action of sulphuric acid on copper).

34. STUDY OF IODIN.

Heat a mixture of potassium iodid, manganese dioxid, and sulphuric acid in a test tube. Preparation; solubility in water, alcohol, potassium iodid solution, carbon disulphid or chloroform; replacement by bromin and chlorin; starch test. Explain the use of the materials as in the preparation of bromin. Determine relative solubility of iodine in water and in carbon disulphid, and the characteristic coloration in carbon disulphid. Determine, by method used in previous exercise, the relative replacement of chlorin and iodine, and of iodine and bromine. Arrange these halogen elements in the order of their relative replacement, and state the relation of the replacements to the heats of formation of their potassium compounds.

35. ACTION OF SULPHURIC ACID ON POTASSIUM IODID.

What chemical reaction would you expect? How do you account for the production of iodine? Account for the formation of the hydrogen sulphid. Compare with the action of sulphuric acid on potassium bromid. Which of the three halogen acids is the most stable? Which has the greatest heat of formation? Which is the most easily oxidized (i.e., the best reducer) by sulphuric acid? Give your reasons.

36. PREPARATION OF CARBON DIOXID.

Complete the equation: $\text{CaCO}_3 + \text{HCl} = \dots + \text{CaCl}_2$
 $= \dots + \text{CaCl}_2$

Why can any of the common acids be used in preparing carbon dioxid?

37. PROPERTIES OF CARBON DIOXID.

Physical; chemical, non-supporter of combustion, acid character of water solution, reaction with lime-

water (temporary hardness). Is carbon dioxide an anhydride? Why? What is the first effect of carbon dioxide on limewater? Write equation. What further effect occurs on continued passing of the gas? How does the resulting liquid differ from distilled water in its effect on a soap solution? Under what conditions is calcium carbonate soluble in water? Why is such a water called "hard"? Can such a hard water be softened by boiling? What became of the calcium carbonate? Devise a test for carbonate.

38. FOUR WAYS OF PREPARING SALTS.

Direct combination, neutralization, displacement due to volatility, displacement due to insolubility. Students are to devise methods from principle already taught.

39. ACTION OF COBALT NITRATE ON IGNITED OXIDES OF ALUMINUM ZINC AND MAGNESIUM.

40. IDENTIFICATION OF SIMPLE SALTS, TREATED AS UNKNOWN, CONTAINING ABOVE METALS.

Laboratory Work in Physics. IV.

(Continued from page 197, *THE SCHOOL JOURNAL*, February 24, 1906.)

LAWS OF ELECTRICAL RESISTANCE—INTERNAL.

With cell and galvanometer connected as in experiment 40, note the reading when the strips are drawn half way out of the liquid, when three-quarters out, and when thrust in at the usual depth. Take readings when the strips are as far apart as possible and again when separated only by the wall of the porous cup. What is the effect of the size of the plate upon resistance? What is the effect of the distance between plates?

42. LAWS OF ELECTRICAL RESISTANCE—EXTERNAL.

Connect a cell and galvanometer with two meters of No. 28 or No. 30 copper wire. Increase the length of the copper wire gradually to four meters, and note the effect upon the strength of the current. Instead of a single copper wire use a double wire of the same size and find what length of the double wire gives the same resistance as the two meters of single wire. What effect has length upon the resistance of a wire? What effect has area of cross-section upon the resistance of a conductor?

43. EFFECT OF TEMPERATURE ON RESISTANCE OF A CONDUCTOR.

Wind about fifty centimeters of fine iron wire in a close spiral and connect in circuit with a cell and galvanometer. Note the reading when the wire is cold and again when heated over a gas flame. What effect has a high temperature upon resistance?

44. EFFECT OF ELECTRIC CURRENT ON TEMPERATURE OF A CONDUCTOR.

Introduce about ten centimeters of very fine (No. 32) iron wire into a circuit with two cells connected in series. Slowly move one of the line wires along the iron wire so as to diminish the length of the iron wire in circuit. Note the temperature effect.

45. DISTRIBUTION OF CURRENT OVER BRANCHES OF DIVIDED CIRCUIT.

Introduce a galvanometer into each of the branches of a divided circuit. By varying the lengths or cross-sections of the branches observe the manner in which the current seems to be distributed.

46. ARRANGEMENT OF CELLS TO PRODUCE STRONGEST CURRENT.

Arrange two cells in series and then parallel when the external resistance is furnished by short stout copper wires and five coils of a galvanometer. Repeat with the external resistance furnished by long fine wires and fifteen coils of the galvanometer. The fine wire should be of German silver. From the galvanometer readings decide which arrangement is best for given conditions.

47. THE ELECTRO-MAGNET.

Wind a rod of soft iron with an insulated copper wire and connect with a cell. Try the lifting power of the rod on iron filings, tacks, and small nails when the current is opened and closed. With a compass determine the nature of each pole of the rod. Reverse the connections with the cell and test the poles again. What relation between the direction of the current and the nature of the pole presented toward you? How do the results of this experiment agree with those of experiment 38?

48. THE ELECTRIC TELEGRAPH.

Connect a telegraph key and sounder (a simple home-made instrument is even better than an instrument from the shops) with a cell; and by the use of a compass determine the condition of the poles of the magnet when the circuit is opened and when closed. Do the results of your observation agree with those in experiment 47?

49. THE ELECTRIC BELL.

Connect a small electric bell with a cell and by use of a compass determine the condition of the poles of the magnet when the hammer of the bell is pressed and held over toward the gong, and when the hammer is held away from the gong.

By drawing and description show how the hammer is kept in motion.

50. STUDY OF AN ELECTROMOTOR.

Pass the current from two or three cells thru a simple motor and with a compass test the poles of the field magnet and armature while the armature is held at rest in several positions. With a simple drawing and explanation show how the current causes the armature to revolve.

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An energetic young woman living just outside of N. Y. writes:

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"It was not always so, and a year ago when the shock of my nursing baby's death utterly prostrated me and deranged my stomach and nerves so that I could not assimilate as much as a mouthful of solid food, and was in even worse condition mentally, he would have been a rash prophet who would have predicted that it ever would be so.

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German Universities.

A notable book on German universities by **Freidrich Paulsen**, Professor of Philosophy in the University of Berlin, has been recently published. In his book the author aims to give a systematic account of the nature, function, organization, and historical development of the German university. Owing to the exalted position which the German university occupies in the world of education, and the universal nature of the problems discussed by Professor Paulsen, his work will be of value not only to his own countrymen, but to persons interested in the subject everywhere. It ought to be studied by every man who takes any part in university legislation whether as president, professor, or member of a controlling board, and by every student who desires to get the most out of his university course. It is so rich in information, so full of practical suggestions, that it cannot fail to prove useful and helpful to all who sincerely desire to perform the tasks growing out of their connection with university life, in the best possible manner. Particularly in this country where things are in the transition state and where, in spite of much that is crude and chafflantic, the desire is strong to assimilate all that is good in the higher institutions of other countries, will a work like this assist us in finding the right path.

An interesting publication offered by Moffat, Yard & Company for early April is a volume of symphonic verse by Mr. Nathan Haskell Dole entitled "The Building of the Organ." The symphonic poem is an invention of Mr. Dole's which has attracted a great deal of attention in the two editions of this book which have already been printed privately. It is the great success of these editions, now exhausted, which necessitates the issue of the book in a form suitable for the market. It contains two poems, "The Building of the Organ," and "Onward, a Vision of Peace."

D. C. Heath & Company of Boston have in preparation a most useful little book for geometry classes in secondary schools. The author is D. Sands Wright, of the Iowa state normal school, and the work consists of a series of supplementary exercises, which are adapted to use with any of the regular text-books in geometry.

This book will meet the demands of the more progressive teachers who wish to provide their classes with ample material for drill and review. "Wright's Problems in Geometry" will perform the same service for geometry classes that "McCurdy's Exercise Book in Algebra," issued by the same publishers, has accomplished for classes in algebra for several years.

Many of our readers may be interested to learn of the publication of *Whist*, a monthly magazine devoted to the games of whist and bridge, the initial issue of which has just reached us. The magazine is edited by Harry H. Ward, who is conceded the finest player in the world, and R. F. Foster, whose writings are considered at once the most interesting and authoritative on both these games. The seven associate editors are known to all enthusiasts as among the best whist players and writers in the country. They are A. R. Metcalfe of Chicago, E. A. Montgomery of Minneapolis, Carl T. Robertson of Cleveland, W. H. Samsen of Rochester, W. M. Seabury of New York, John T. Slade of Boston, and B. W. Smith of Baltimore. Under these auspices *Whist* ought to prove a great success. The April issue, which is a beautifully printed number of 40 pages and cover, contains more than thirty contributions, all of lively interest. An important feature is a series of prize problems on both whist and bridge, which are to be continued as regular features. *Whist* is published in Boston.

A music novel of marked originality Moffat, Yard & Company under the suggestive title "Where Speech Ends." The author is Robert Haven Schaufler, a young Princeton graduate, who is well-known by his fiction contributions to the *Century Magazine* and his essays on music in the *Outlook* and elsewhere. The musician-novelist so often feels his mission that a simple, genuine, moving love story, like this one, that is also, in the best sense because unconsciously, a music story, is indeed a rarity. This is a novel of the celebrated Chicago orchestra, and one in which the atmosphere has that quality of reality that can only be imparted by the pen of one who was, if only for a short period, himself a professional. A Prelude of great beauty by Fenry van Dyke, introduces the narrative.

National Educational Association.

Attention is called to the report of the special committee of investigation on salaries, tenure, and pensions of public school teachers in the United States.

This committee, of which Pres. Carroll, D. Wright, former U. S. commissioner of labor, was chairman, with the assistance of expert statisticians of the U. S. Bureau of Labor, has compiled a report of great value to teachers and school officers, in which the existing facts concerning the compensation of teachers thruout the country are for the first time adequately presented.

The report opens with a series of discussions by the committee, filling 186 pages, on the following topics, illustrated by 120 pages of analytical tables, viz.:

Salaries of teachers in cities and towns of 8,000 population or over, divided by size into nine classes.

Salaries summarized by states.

Sex of teachers in high and elementary schools.

Supervisors and special teachers.

Salary schedules in cities and towns of 4,000 population or over.

Salaries of teachers in typical towns of less than 8,000 population.

Salaries of teachers in typical ungraded rural schools in thirty states.

Funds for payment of teachers' salaries.

Minimum salary laws in various states.

Earnings in teaching and in other occupations.

It is the desire of the association to secure for this report the largest possible circulation in order that all movements for the improvement of teachers' salaries may be made in the light of existing facts.

The active members of the association are requested to aid in extending the circulation of this report among teachers, and especially among school officers and others interested in the question of compensation of teachers.

The report will be sent, carriage prepaid, for 50 cents (with a discount of 20% for ten or more copies to one address), which is the cost of printing and postage without including any part of the large expense involved in the preparation of the report.

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The Educational Outlook.

Teachers of the botany classes of the Pittsburg high school are arranging an elaborate out-of-door program for Arbor Day. The exercises which are to be held in Schenley park, will be postponed until May 29, when it is hoped that the weather will be settled and propitious.

It is estimated that the annual expenditure of the people of Germany for drink would pay for the expenses of her public school system, for the working people's insurance supported by the government, and for the maintenance of the army and navy, and leave a residue in the treasury of \$264,775,000.

The Duquesne, Pa., school board, unable to secure upper grade teachers at the regular salary, have elected two teachers at an increase of \$20 per month.

The sums of \$300,000 for the erection of a new cell wing to the Rahway reformatory, and \$275,000 for the building and equipping of the new North Jersey normal school are two of the items for extraordinary expenditure in the appropriation bills lately passed by the New Jersey senate.

A Playground Association.

"The Playground Association of America" was established April 12 at a meeting of educators held in Washington, D. C. Among other purposes of the association named in the constitution is the provision that "it shall aim, as soon as finances make it possible, to establish in this city or in New York a National Playground Museum and Library, which shall have models of every form of playground construction and apparatus; and a library of all published books and articles relating to play, and pictures of games and playgrounds throughout the world."

Among the educators taking part in the convention were Dr. Luther Gulick, who for the last three years has been director of physical training for New York city; Supt. Seth. T. Stewart of New York, who, during the first years in which they were under the board of education, had charge of the vacation schools and playgrounds of New York city; and Miss Sadie American, secretary of the National Council of Jewish Women, who organized and had charge of the vacation schools and playgrounds of Chicago for several years.

Taxing the Schools.

"In earlier days the men of New England used to tax themselves in order to support their colleges; we cannot believe that to-day they will tax the colleges in order to support themselves."

This is the terse animadversion of the New York *Evening Post*, in reference to a proposition now pending before the Massachusetts legislature. The Washington *Post* expresses itself with equal decision:

"No community can afford to tax its schools," says the latter paper. "Massachusetts was the pioneer state in education. It blazed the way. And its sons and daughters, going into the West, were a great factor in the establishment of free-school systems in all that region. The names of thousands of the men who have served their country in high posi-

tions are in the catalogs of those colleges. The Washington *Post* shares the reluctance of its New York contemporary to believe that the Bay State legislature will turn the state backward in its comprehensive educational policy."

Pigs Removed from the Parlor.

The effect of American schools upon Filipino homes was described in a striking way by Mr. E. J. Albertson, at an educational convention in Manila. Mr. Albertson's statements are based upon his personal observations in Misamis, one of the provinces of the island of Mindanao. There civilization was not so highly developed as in Luzon when the Americans began their occupation. Since the introduction of American schools, however, many changes for the better have been worked out. Parents are reached thru their pride in their children; the teachers also visit the homes of their pupils and bring their direct influence to bear upon the life of the natives. Mr. Albertson says:

"Pig-stys and chicken roosts are being removed from the kitchen, better facilities for cooking are being substituted for the old ones, dining-tables with tablecloths are gradually coming into daily use, and the practice of eating the food from the floor is becoming less common than formerly. The practice of the whole family eating from one common dish is being discontinued in many families, and greater use is being made of knives, forks, and spoons. Where it is possible the family occupy two or more sleeping rooms instead of one large one as was formerly the custom. And the people are learning the desirability of using beds instead of the floor for sleeping purposes."

Higher ideas of the dignity of labor are being inculcated among the natives, young and old. "If," says Mr. Albertson, "in the four years or more that our schools have been organized we have accomplished nothing else save this one thing, namely, caused the Filipino boy or girl to turn to manual labor courageously, with willing hands, our time and labors have not been spent in vain."

Mr. Albertson qualifies his statements by saying that they do not apply to all Filipino homes, or even one-half of them.

"This qualification," says the Springfield *Republican*, "doubtless places facts in a true light. For the schools to have suddenly revolutionized a tropical race so that the children had taken to strenuous manual labor would have been a miracle. But among a small proportion the influence of the teachers, even under the tropical skies of Mindanao, has undoubtedly been just what Mr. Albertson describes. For what they have accomplished the teachers deserve the most cordial praise."

Non-Sectarian Education.

In commenting on the new educational bill introduced by Mr. Birrel in the house of commons, the Springfield *Republican* says: "Judging from fragmentary reports, the bill goes fully as far in a radical direction as was anticipated. No church school, under the bill, could receive money from the public funds without throwing off its denominational character, and coming completely under state control, and this embodies one of the great principles that have been fought for in England the past three years. The bill also abolishes all religious tests for teachers and thus establishes another principle fought for by the liberals and especially the passive resisters. As to the religious instruction which the bill would allow in the schools supported by public funds, one cannot be sure, judging by the reports now at hand. Complete secularization of the schools is probably not contemplated."

In an editorial suggested by the same topic the Dubuque *Telegraph-Herald* relates that when Rev. T. A. Lacey held up the American system of non-sectarian schools as a model for England and declared that "he had never yet come across a single American who objected to it, or who dreamed of substituting anything else, reply was made to him by Francis A. Gasquet, of the Athenæum Club, who said that such "was certainly not his experience"; and who quoted several gentlemen of the cloth, all of whom criticised our "godless" education, one laying President McKinley's assassination at the door of the public schools, another attributing all the contempt of law and authority to them, and all vying in declaring that our education gave the pupils no moral training.

"These are very old criticisms and their fallaciousness was long ago recognized," the *Telegraph-Herald* goes on to say: "Religion, it may be granted, is essential, no less so than education. But the churches exist for religious instruction. Pope Pius X, in his encyclical letter issued in May last, recognized this fact. It is a corner-stone constitutional principle that the government must impart education, and it is no less a part of the spirit of the constitution that such education shall be non-sectarian. Sectarian education is native to the soil of the country having an established church, and is foreign to the soil of the country having no established church. England, Italy, France, or other countries having a state church may with entire propriety maintain denominational schools, but this country may not do so without violence to the principles on which it rests."

Jersey Retirement Bill.

One of the interesting episodes of the New Jersey legislative session was the passage in the senate of the Teachers' Retirement Fund bill.

When the time came for the hearing the friends of the bill began to arrive, and soon the senate chamber and galleries were filled, as well as the corridors in front of the chamber. The teachers, principals, and superintendents, had rallied from all sections of the state.

The bill passed the senate by a vote of 14 to 3.

It is not often that a delegation goes to a hearing and sees its bill passed within a few hours, and the teachers were very much pleased over their unusual experience.

Accuse Principal.

The teachers of the McKinley Manual Training School, of Washington, D. C., have filed charges against their principal, A. J. Gardner, accusing him of maladministration, and asking the board of education to conduct an investigation of the matter.

Repeated violations of the rules of the board of education, destruction of the

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discipline of the school, lowering of the standard of scholarship, and failure to maintain a moral tone in the school are some of the charges which have been formally made by the teachers.

The board of education referred the charges to the superintendent of schools, who announced that he would begin an investigation without delay.

Mr. Gardner declined to make any statement, beyond expressing his willingness to have the affairs of the school looked into.

Educational Agriculture.

"Educational Agriculture" was the subject of an address delivered recently by Prof. W. R. Hart, head of the department of education and psychology at the state normal school of Peru, before the Southeastern Nebraska Educational Association which met at Beatrice.

Is the study of agriculture useful? Does it afford material for mental discipline? Can it contribute to humanizing culture? These were the questions about which Professor Hart's discussion centered.

In taking up the first question Professor Hart spoke of the need of shaping knowledge to environment. The knowledge necessary for self-sustainment in a mining camp, he said, is not of the same sort as is required in a village of fishermen; the mastery of conditions in a city of skyscrapers and a three-layered system of rapid transit differs from successful living on a farm. Nebraska is essentially an agricultural community. Its people are employed in the production, preparation, and exchange of commodities dependent upon the fertility of the soil. Steamboats and mining machinery are inconsiderable factors in Nebraska life, but self-binders and high-bred grains and blooded animals are vitally essential to it.

Efficiency in coaxing from the soil two ears of corn where formerly one was wont to grow; in urging a cow to yield two quarts of cream, whose ancestors yielded but one; in handling a machine that will cultivate two rows instead of one—efficiency in these things, knowledge in these things enable their possessor to pass easily into the industrial life of a farming population. And what knowledge can lay greater claim to usefulness than that which fits the individual for his social environment?

In considering the question of the mental discipline which agricultural study affords, it seems sufficient to give attention to such well-known forms of mental activity as observation, memory, imagination, reason, and judgment. A moment's reflection suggests to the mind the richness of material which this field offers to the observing faculty. The value of this material, however, does not consist merely in its amount and variety. It is all vitally connected with the life of the person studying it. This fact makes it the best sort of material for the exercise of the memory. The entire pre-school life of the country child is full of home and farm interests. What knowledge he has is certain and vivid. His memory is clear because it has been dealing with realities instead of with symbols and abstractions. And this study, which invades the intimate provinces of the child's experience trains the memory in the only natural and spontaneous way.

In regard to the imagination an equally strong claim can be made. In the training of a vine upon a trellis, or shaping the foliage of a tree, or a plant, or a crop of plants, the imagination has the free play of the artist in the production of ideal forms of grace and beauty. The one who is molding the lifeless clay is no more an artist than the one who is giving artificial beauty to living things from the images

of beauty created by his own mind.

Lastly, the question may be asked: Does agriculture give any opportunity for the exercise of the reasoning which depends upon observation? A few typical instances may be cited. In every change of method in cultivation of the soil, in selection and manner of planting seed, in the care of animals, in the rotation of crops, in the manner of plowing with reference to conserving or discharging the rainfall from the surface, the mind settles upon what is best to do in a given case, after observation and comparison of results. In other words, nearly the whole range of agricultural life must follow the lead of reason, or result in utter failure.

There is a third test, says Professor Hart, which has only recently begun to suggest itself in connection with a given study. It is: Can it contribute to humanizing culture? In bringing agriculture to this test, Professor Hart replies with the following quotation from William Dean Howells:

"We find it is not the child born amidst the refining and ennobling influences who most feels them. It is some child born as far as possible from them, in the depths of woods, or amidst the solitude of hills, who comes up to the city and knows its grandeur for his own, the mate of his swelling soul, the companion of his high ambitions. He, and not the other child native to the home of civilization, is heir to its light."

The Italian minister of Industry and commerce has conferred upon Mr. Cesare Verona, the director of the Remington organization in Italy, the title of Knight of the Crown of Italy, in recognition of his services in introducing the typewriter into that country.

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millions for the service they have rendered to the business world, but Italy is, we believe, the first country to confer knighthood on one of her subjects in this connection. That Mr. Verona well deserves this honor no one doubts. He has been connected with the Remington organization in Italy almost from the beginning of the typewriter and has built up an enormous business for the Remington machine in that country.

New Books.

Messrs. A. S. Barnes & Co. announce for spring publication, Ernest Poole's first novel, entitled, *THE VOICE OF THE STREET*. Mr. Poole graduated from Princeton only four years ago, but his career has been a series of picturesque events and startling adventures. Three years were spent in the University Settlement and his studies of newsboys and bootblacks, which appeared in magazines, were studies from "real life," as a member of the Child Labor Committee and of the Committee for Prevention of Tuberculosis; two months were spent studying the sweatshops of the Ghetto; two months with forty thousand laborers on the docks of New York; two months in the worst tenement block in New York city, which Mr. Poole aptly calls the "Lung Block." A pamphlet was written by him regarding this quarter, which caused much comment, and steps were taken for the purpose of tearing down this pestilent center.

The big "meat strike" in Chicago next claimed Mr. Poole's attention, and he lived for two months in the stock yards, acting as special correspondent for magazines.

On to Russia for the *Outlook*—receiving a thousand dollars in Paris from Russian exiles (which amount was delivered to the Liberal Party in St. Petersburg), Mr. Poole was admitted into the inside workings of the movement. With an interpreter he traveled from one end of Russia to the other, seeing at close range the horrible brutality of the Cossacks, meeting with Revolutionists, and being arrested several times; as often released at once on account of letters from America. All baggage was examined in spite of protests, and Mr. Poole states that at Tiflis, "the interpreter had a narrow escape, as he was carrying documents which would have put him in prison, but fortunately the chief of police could not read English and the prisoner was released."

Coming from the country of the slave to New York, last October, the quick, nervous life, the "spirit of the street" appealed more vividly than before to Mr. Poole, and his first novel is written to express this feeling.

In no particular has there been a greater change in the customs of the churches during fifty years than in congregational singing, and the use of hymn and tune books. In 1855 the first work that approached the modern type of hymn book was published in this country for Henry Ward Beecher, then pastor of Plymouth church, Brooklyn. It came at a time when there still lingered in the churches the superstition which forbade

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all church singing except that of the psalms of David, and there was much criticism both of the book and of Mr. Beecher, especially bitter in some quarters because of the fact that some of his hymns came from Roman Catholic and Unitarian sources.

Since the publication of the "Plymouth Collection" there has been a marked development in hymns and tunes for church use, and many books have been issued. All churches, except those of a few small denominations, sing hymns instead of the old-time psalms, and publishers have striven to surpass each other in the production of modern books for the use of the congregations.

It is interesting to note that just at this juncture the newest book comes from the same house that published for Mr. Beecher the first hymn book of a modern type. "Church Hymns and Tunes" is the title of the new work which illustrates the latest demand of the churches in material for congregational singing, both in the selection of hymns and tunes and the manner of their typographical presentation. Modern musical judgment as to the lyrical quality of the tunes, and the natural manner in which they should be wedded to the words of the hymns, has been satisfied, and a new step in the musical advance of the churches has been marked.

The Grand Canyon of Arizona.

Passengers taking the Santa Fe to the N. E. A. meeting at San Francisco, Cal., July 9 to 13, 1906, should stop off and see the Grand Canyon of Arizona.

To say that the Grand Canyon of Arizona is the greatest scenic wonder in the world is the simple statement of a fact. No words, however, can do justice to the theme. You must go and see for yourself. This titan of chasms impresses each visitor differently. No two persons see it in the same mood or thru the same eyes. If you have never been there, there are a few things you ought to know about it in advance.

The Grand Canyon, in northern Arizona, is 217 miles long; the average width is 13 miles, and it is more than a mile deep. A mile measured along the face of the ground is nothing unusual, but a mile down into the earth is another matter. It means a depth beside which all other gorges are mere child's play. The Canyon is somewhat like a great trench filled with mountains and weird architectural forms, thru which flows the Colorado river. In the morning and evening the Canyon is a sea of color, purple and violet hues softening the deep reds of the rocks. In places there is a sheer drop of 2,000 feet and more.

On the south side there are three trails from the rim to the river. At the head of Bright Angel, which is the central trail, is the terminus of the Grand Canyon Railway, a branch of the Santa Fe from the main transcontinental line at Williams and running 65 miles north. Here also is a new hotel, El Tovar, costing a quarter of a million dollars, managed by Mr. Fred Harvey. Near the hotel is an Indian Pueblo where may be seen representatives of the Hopi, Navajo, and Supai tribes.

If you should write to any representatives of the Santa Fe, asking for a copy of "Titan of Chasms" pamphlet, describing the Grand Canyon, same will be mailed free, or write to J. M. Connell, G. P. A., A. T. & S. F. Ry., Topeka, Kan.

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New Light on Discipline.

In a talk before the Alabama Educational Association, Prof. W. T. Wynn gave an interesting treatment of the subject of "Discipline." He said:

"Some regard discipline (punishment) as retributive, others as protective, while the great majority rightly consider it as distinctly educational. The principal motive for the infliction of punishment should be for the good of the offender. The child should be taught that a good deed brings as its reward a pleased conscience, a smile of approbation from teacher and fellows; equally well should he learn that a wrong deed brings a wounded conscience and, perhaps, punishment from those in authority.

"That 'The way of the transgressor is hard' must be learned early in life if the boy would be a man to lead and influence others for good. A small child once ate a green apple, and suffered in consequence. The next day she saw her older sister preparing to eat three, and so she said: 'I ate an apple yesterday and had a pain; if you eat those you will have three pains.'

"The methods and means of punishment vary in individual cases. The sex of the pupil, the intention, and the frequency of the act, the age of the offender, and environment—all should be taken into consideration in awarding punishment. Let the child see that he gets justice and sometimes that justice is tempered with mercy.

"Between the extreme advocated by Froebel and his satellites to that of 'licken' and 'larnin' practiced by our forefathers there is a great gulf fixed. I thank God that the day of brute force and muscle is gone, and the golden age of thought and reason is upon us. But while all recognize that the old methods were not education in its truest sense, yet equally well do we know that the prerogatives taken by many school boards of our larger cities can never develop character and make strong men and women for future generations, and cannot meet the demands made upon the teaching profession for an educated citizenship.

"Just as well deny the parent the right to chastise his wayward boy as to say to the teacher, 'You may keep John in, but you must not use the rod.' If the teacher is not placed *loco parentis* he had as well be in South Africa so far as the good he can do some of our wild boys. The moment a boy (unless he be a saint) learns that his teacher has not the authority to force obedience, just then will the boy plan to outwit the teacher, and thus injure his influence and thwart his attempts to lead the school to correct ideas of good citizenship.

"Now, I grant that under ideal conditions the plan is ideal. Were there complete harmony and union and a bond of sympathy and understanding between teacher, pupil, and parent, the conditions would be ideal. It is much more desirable and lasting to win the wilful pupil by inculcating the love for right, the desire for approval and approbation, than by harsh measures, and when the home is in full sympathy with the teacher many troubles may be overcome. There are a few children, however, who respect only force, and these have to be handled with decision and tact, and shown that the authority of the teacher is supreme.

"The best disciplined school is the one where there is least discipline—where all things work together with love, sympathy,

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and fellowship. Good discipline is not absolute quiet; little can be accomplished amidst deathlike stillness. It is the hum of industry which means discipline without effort. The teacher who is disappointed that one boy in forty one day in five sticks a pin in another or moves in his seat, should get to himself and stay there an indefinite time. Let the pupil have activity, yet all things in moderation should be our motto.

"The methods of punishment to secure good discipline should, in no wise, be the same for different pupils. The tactful teacher will study to act so as to develop character in the individual. Whether the method be reproof, withdrawal of privileges, confinement, suspension, or corporal punishment, the teacher should try to make the punishment, first, a sequence of the offense; second, sufficiently severe only to accomplish the end sought; and third, should reach the individual rather than serve as an example to others.

"The child not properly controlled and instructed becomes a vampire on the great body of society; and by so much as he is incapable of bearing his own burdens, by so much does he hinder the progress of his neighbors. 'Order is Heaven's first law,' and the teacher does a grand work who counts that doctrine ignoble which excludes from her province that instruction which does in truth prepare the way to a 'future as fair as the Eden which lingers like a golden age in the memory of mankind, cloudless as the heaven which fills the hope of the race.'"

Commercial High School For Cambridge.

The Cambridge *Chronicle* a while ago commended the school committee of that classic town for the initiative it has shown in the movement to establish a commercial high school. In exposing the need of such a school it says: "Classical schools had their origin when it was thought necessary to provide for the preliminary training of those who were to enter the learned professions—the law, the ministry, and medicine. It will always have a great work to do, not only for the comparatively few who are to enter professional life, but for many who prize a classical education for its own sake.

"Classical training has been supplanted by manual training, because the latter gives a better preparation for practical life.

"But there is a large number of boys who cannot take a college course, and who have no taste for mechanical pursuits. They want to be prepared for commercial life. Why should not the city give this preparation? It trains the others for the lives they prefer, but if a boy wishes to engage in commercial pursuits he must go to a 'commercial college' at his own expense. Obviously the city is under the same obligation to these boys that it is under to those in the Latin and the manual training schools. They have the same right to a preparation for life at the public expense.

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